DOCUMENT RESUME

ED 388 607 SO 025 689

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INSTITUTION Westat, Inc., Rockville, MD.
TITLE Arts Education in Public Elementary and Secondary Schools. Statistical Analysis Report.
SPONS AGENCY National Center for Education Statistics (ED), Washington, DC.; National Endowment for the Arts, Washington, D.C.; National Inst. on Student Achievement, Curriculum, and Assessment (OERI/ED), Washington, DC.
REPORT NO ISBN-0-16-048387-5; NCES-95-082
PUB DATE Oct 95
NOTE 82p.
AVAILABLE FROM U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Art Education; *Creative Writing; Curriculum Guides; *Dance Education; *Dramatics; Educational Trends; Elementary Secondary Education; Enrollment Trends; Financial Support; Fine Arts; Instructor Coordinators; *Music Education; *Public Education; *School Support; Specialists; Theater Arts; Time Factors (Learning); Visual Arts

ABSTRACT

This report, based on findings from The Elementary Arts Education Survey, 1994, looks at information regarding the general questions: (1) What art subjects are being taught in public schools? (2) How do schools and districts support arts education? (3) How have schools' arts programs changed compared to 5 years ago. Survey responses indicate that the primary focus of public school arts education is music and visual arts, with music instruction receiving more commitment than visual arts. Creative writing is typically incorporated into the language arts curriculum. Dance instruction by a dance specialist is rare, and dramatic and theatre activities are most often used by classroom teachers to reinforce instruction in other subjects. Elementary students are receiving about the same amount of instruction time in music and visual arts, although classroom teachers are more likely to teach visual arts than music, which is taught predominantly by music specialists. Very little is being done to promote arts education through external resources. But school districts' commitment to keeping arts education in the mainstream of basic education is evidenced by allocation of funds to arts education; developing and providing curriculum guidelines in arts subjects; and by employing an arts curriculum coordinator. An examination of changes in terms of arts programs as compared to 5 years ago indicates that increases in instructional time, number of arts staff, allocation of supplies and materials, funds for teachers' classroom use, and use of museums, galleries, and performances are reported by 20 to 30 percent of the respondents. Forty-one percent of elementary schools and 62 percent of secondary schools reported increases in enrollment. About half of the schools reported an increase in the number of courses offered, while 39 percent reported that the number of courses had remained the same. Fifteen tables present survey data. The appendices present the following: "Survey Methodology and Data Reliability"; "Tables of Standard Errors"; and examples of survey forms. (MM)

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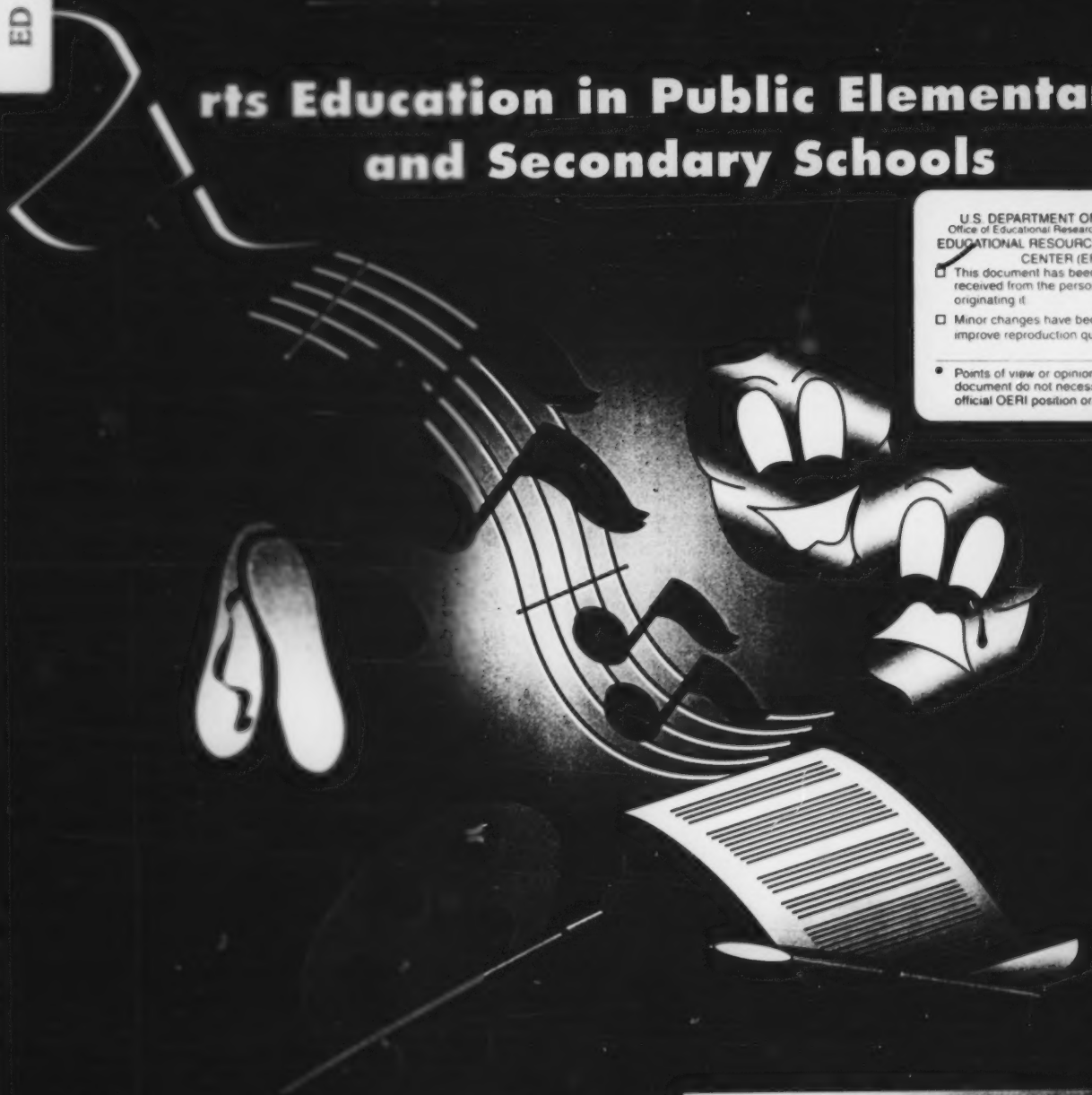

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Statistical Analysis Report October 1995

Arts Education in Public Elementary and Secondary Schools

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October 1995

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This report was prepared by Westat, Inc., under contract with the National Center for Education Statistics and under a cooperative agreement with the National Endowment for the Arts.

For sale by the U.S. Government Printing Office
Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328
ISBN 0-16-048387-5

Highlights

Arts Education in Public Elementary Schools

- Music is offered in 97 percent of public elementary schools in the United States (figure 1). About half (56 percent) of the elementary schools that offer music include general, instrumental, and vocal music in their instructional programs (figure 2).

- Almost three-quarters (70 percent) of public elementary schools that offer music reported that the subject is taught by certified music specialists only; 22 percent indicated that both specialists and classroom teachers provide instruction. Only 8 percent of elementary schools leave music instruction totally up to the classroom teachers (figure 3).

- Visual arts is offered in 85 percent of public elementary schools (figure 1). Visual arts specialists only provide instruction in 43 percent of these schools, while both specialists and classroom teachers do so in 29 percent of the schools. In 28 percent of these schools, visual arts is taught by classroom teachers only (figure 3).

- Visual arts is taught solely by classroom teachers in 53 percent of elementary schools in the West, but only 7 percent of schools in the Northeast (figure 4).

- Less than half (43 percent) of public elementary schools offer any instruction in dance. Only 7 percent of schools enlist dance specialists to teach dance; otherwise, dance is taught by physical education teachers (figure 6).

- Very few public elementary schools (8 percent) offer drama/theatre as a separate subject taught by specialists. Fifty-six percent of elementary schools reported that teachers use dramatic activities, such as enacting stories or plays, to teach other subjects (figure 7).

- Nearly all public elementary schools (92 percent) provide creative writing instruction as part of the language arts curriculum, rather than offer separate programs in creative writing (figure 8).

Arts Education in Public Secondary Schools

- The majority of public secondary schools offer separate instruction in music (94 percent) and visual arts (89 percent). About half of secondary schools offer separate instruction in drama/theatre (54 percent) and creative writing (47 percent). Very few secondary schools (13 percent) offer classes in dance (figure 9).

- In schools that offer separate instruction in arts subjects, an average of 4.5 courses in music and 5 in visual arts are taught. Approximately 2 courses each are provided in drama/theatre, creative writing, and dance (table 6).

- Thirty-nine percent of all public secondary schools reported that their districts require credit specifically in the arts for graduation. Another 22 percent require credit in the arts as an option within a specified group of courses, such as arts or foreign language or computer science (table 8).

Arts Education at Both Instructional Levels

- Most public elementary and secondary schools that offer separate instruction in arts subjects have curriculum guidelines provided by their school districts (figures 10 and 11). However, only one-third of schools at both instructional levels reported that their districts had arts coordinators or curriculum specialists on staff (table 7).

- Slightly more than one-third of public elementary and secondary schools have had artists-in-residence during the past 5 years (figure 13). These artists contributed to schools' arts programs primarily though providing knowledge about art forms to students through exhibition or instruction (figure 14).

- The most notable way that parents support their children's artistic efforts is through attendance at school arts events. Volunteering in various arts activities is the least likely avenue for parents to provide support for arts education programs (table 12).

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Introduction

In *Toward Civilization: A Report on Arts Education* (National Endowment for the Arts 1988), the National Endowment for the Arts (NEA) identifies several reasons why arts education is important. The first purpose of arts education is to give young people a sense of civilization. "The great works of art provide guideposts to cultural literacy" (p. 14). Arts education also fosters creativity and teaches effective communication. Another purpose of arts education is to provide tools for critical assessment of what one reads, sees, and hears. In addition, the arts can often reach students who traditionally have had difficulty in standard academic environments and can improve the general learning environment for all students.

The *Goals 2000: Educate America Act* recently passed into law by Congress recognizes the importance of arts education by acknowledging the arts as one of the core subjects in the National Education Goals. Goal 3 states that children will be able to demonstrate competency over challenging subject matter, including the arts. In addition, the *Improving America's Schools Act* of 1994, Part D - Arts in Education, states that arts education should be an integral part of the elementary and secondary school curriculum. Other national initiatives related to arts education, such as the voluntary National Standards for Arts Education and the National Assessment of Educational Progress (NAEP) in the Arts, also seek to place the arts in the mainstream of educational reform.

Despite these initiatives in arts education, there have been no national data documenting the status of arts education since 1989, when the National Arts Education Research Center at the University of Illinois conducted a survey of arts education in American public schools (Leonhard 1991). In order to obtain current information on this topic, NEA and the National Institute on Student Achievement, Curriculum, and Assessment (formerly the Office of Research) in the U.S. Department of Education commissioned a survey to collect data concerning public schools' policies and practices in arts education. The information from the survey is intended for use in the development of policies and implementation of programs designed to meet state standards and national education goals such as those set forth by the Goals 2000 Act.

The survey was conducted during fall 1994 for the National Center for Education Statistics (NCES) by Westat, Inc., a research firm in Rockville, Maryland, through the NCES Fast Response Survey System (FRSS). Since the format of arts instruction in elementary and secondary schools differs considerably, two separate survey instruments were designed for this study. However, both surveys included a common set of questions concerning general information applicable to both instructional levels about schools' arts programs.

The questionnaires were addressed to the principals, who were asked to complete them or have the staff persons most

knowledgeable about the schools' arts programs provide information on the following general questions:

- What arts subjects are being taught in public schools, and how are they taught?
- How do schools and districts support arts education?
- How have schools' arts programs changed compared to 5 years ago?

The elementary and secondary surveys were conducted with two different nationally representative samples of public schools. Included in the elementary school sample were schools that had a beginning grade of 6 or lower, but no grade higher than grade 8, as well as combined schools, which are schools that include both elementary and secondary grades. Included in the secondary sample were schools that had no grade lower than 7, and combined schools. Survey findings are presented separately for all elementary schools and all secondary schools, and by the following school characteristics:

- School enrollment

  Elementary

  - Small: less than 300
  - Moderate: 300-599
  - Large: 600 or more

  Secondary

  - Small: less than 400
  - Moderate: 400-999
  - Large: 1,000 or more

- Geographic region

  - Northeast
  - Southeast
  - Central
  - West

- Metropolitan status

  - City
  - Urban fringe
  - Town
  - Rural

Data have been weighted to national estimates of public schools. All comparative statements made in this report have been tested for statistical significance through chi-square tests or t-tests

adjusted for multiple comparisons using the Bonferroni adjustment and are significant at the .05 level or better. However, not all statistically significant comparisons have been presented.

Arts Education in Public Elementary Schools

The Elementary Arts Education Survey was designed to take into account several aspects of elementary school arts education programs. First, when arts instruction is included it is generally part of the regular curriculum and is provided either by arts specialists or by classroom teachers. Second, all students in an elementary school are typically provided instruction in the same curriculum. Finally, arts education programs in elementary schools primarily focus on instruction in music and visual arts.

In order to capture how elementary schools provide the major portion of arts instruction to students, respondents were asked a series of questions concerning both music and visual arts. Since there are different formats for teaching the arts, the first question asked whether the subject is taught in a separate class by an arts specialist, by the classroom teachers, or by both. To determine how much of the students' time schools are committing to instruction in music and visual arts, respondents were asked to estimate the average number of minutes of class time per week devoted to separate instruction in each subject. As a measure of the extent to which students have access to specialized expertise in each subject, questions about the number of full- and part-time music and visual arts specialists on the school's staff were included. Respondents also were asked whether the school provides specially equipped spaces for teaching music and visual arts, since providing appropriate materials and facilities is another indication of a school's commitment to its arts program. Finally, to assess the extent to which the arts are being integrated into the non-arts curriculum in schools, respondents were asked how the music and visual arts specialists integrate other academic subjects into their arts instruction and whether the specialists consult with regular classroom teachers to facilitate incorporating the arts into their instruction.

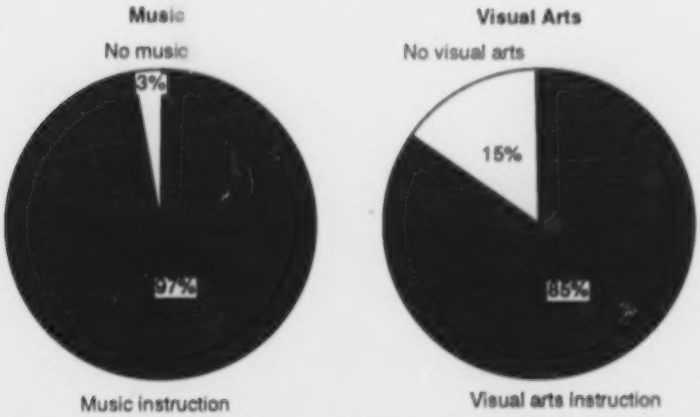
The elementary survey also included three separate questions that allowed schools to describe in more general terms the educational programs in dance, drama/theatre, and creative writing. The primary focus of these questions was to determine whether these subjects are treated as separate arts subjects or are provided within the instructional programs of other subject areas, such as physical education or language arts.

How Are Music and Visual Arts Being Taught in Public Elementary Schools?

Music is almost universally included in the educational programs of public elementary schools in the United States. Visual arts also is offered in the majority of the Nation's public elementary schools, but to a lesser extent than music (figure 1). More than half of elementary schools that offer music include general, instrumental, and vocal music in their instructional

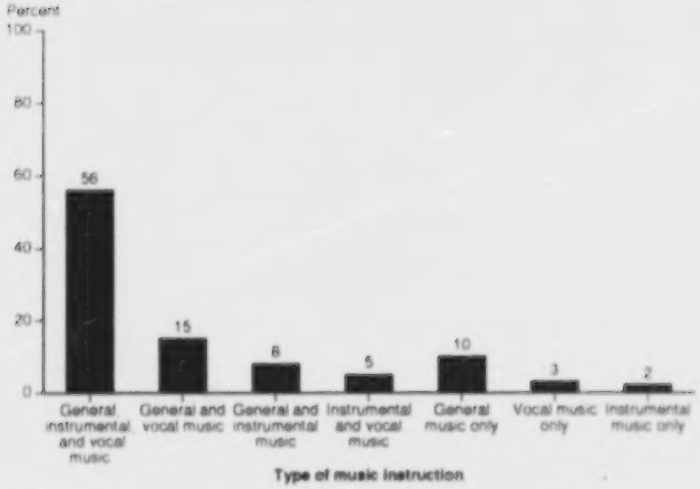
programs (figure 2); few offer only one of these three types of music instruction. One might expect that in this time of reduced budgets many schools would limit music instruction to general music, but only 10 percent of elementary schools indicated that this was the case.

Figure 1.--Percent of public elementary schools that offer music and visual arts: 1994



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Figure 2.--Percent of public elementary schools with music programs that include general, instrumental, or vocal music: 1994



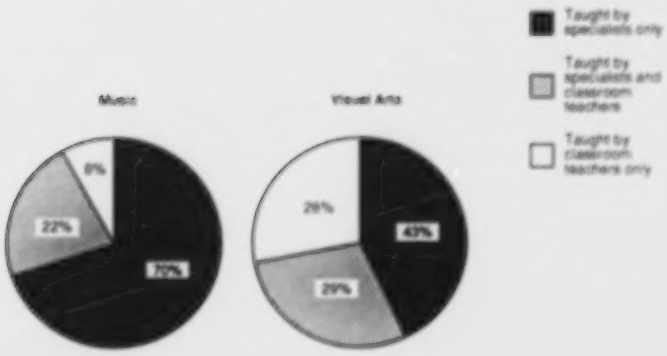
NOTE: Based on the number of elementary schools that offer music: 56,663 (97 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Teachers

Elementary schools utilize both certified arts specialists and classroom teachers to provide instruction in music and visual arts. For music, about two-thirds of schools reported that the subject is taught by specialists only, while another 22 percent indicated that both specialists and classroom teachers provide the instruction. Only 8 percent of elementary schools leave music instruction totally up to the classroom teachers (figure 3).

Figure 3.--Percent of public elementary schools that offer music and visual arts, by type of instructor: 1994

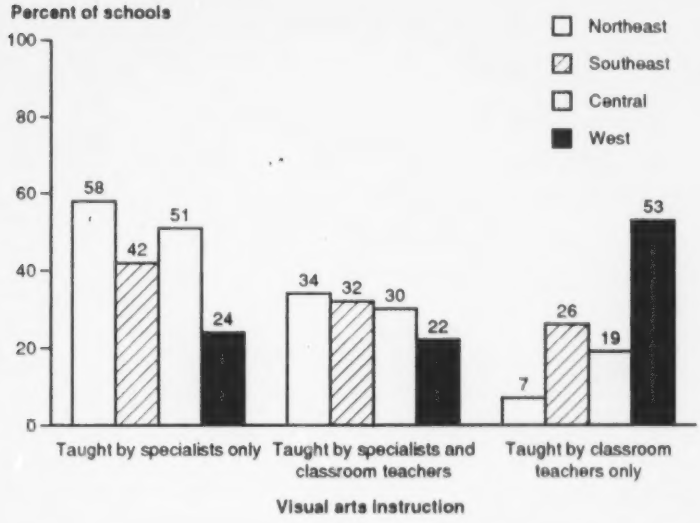


NOTE: Based on the number of elementary schools that offer instruction in each subject: music - 56,663 (97 percent); visual arts - 49,683 (85 percent). Total number of elementary schools = 58,261.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

A higher percentage (28 percent) of elementary schools rely solely on classroom teachers to provide visual arts instruction. This is particularly true for schools in the West, where 53 percent of schools reported that visual arts instruction is provided by the classroom teachers only (figure 4). Conversely, in the Northeast, only 7 percent of schools do not include visual arts specialists on their teaching staff.

Figure 4.--Percent of public elementary schools that offer visual arts, by type of instructor, by geographic region: 1994



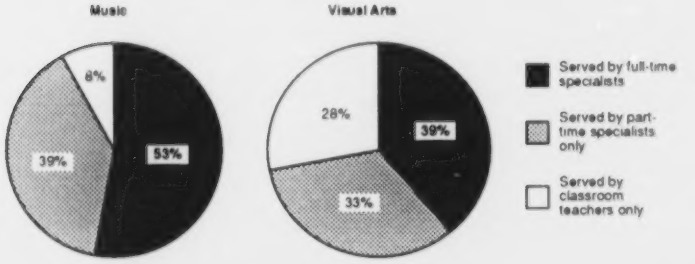
NOTE: Based on the number of elementary schools that offer visual arts: 49,683 (85 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Arts specialists can be part of the staff at elementary schools either as full-time teachers or as part-time, itinerant instructors. Specialists who are at the school full time can provide both students and teachers with more access to instruction and expertise than those who are there on a part-time basis. Therefore, the presence of at least one full-time specialist can be used as a measure of "access to expertise." While more than one part-time specialist can provide the same number of hours on site, they may not be as integrated into the school's staff and its culture as a full-time staff member.

About half of elementary schools have at least one full-time music specialist on staff (figure 5). Fewer schools have full-time visual arts specialists on staff. Moreover, the majority of schools have only one arts specialist available, whether or not the instructor is full time or part time (table 1). This indicates that in schools where the specialists are part time, students do not have as much access to expertise as those with full-time specialists on site.

Figure 5.--Percent of public elementary schools that offer music and visual arts and are served by arts specialists: 1994



NOTE: Based on the number of elementary schools that offer instruction in each subject: music - 56,663 (97 percent); visual arts - 49,683 (85 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 1.--Percent of public elementary schools with full- and part-time arts specialists, by the number of specialists on staff: 1994

Number of specialists	Music	Visual arts
Full time		
1	69	86
2	25	13
3 or more	6	2
Part time		
1	60	86
2	27	10
3 or more	13	4

NOTE: Based on the number of elementary schools that have arts specialists in each subject: music - 52,105 (92 percent); visual arts - 35,578 (72 percent). Percents may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Time Devoted to Instruction

The amount of time students spend in academic learning in a particular subject is indicative of the level of achievement schools expect of students. In this survey, the amount of time students receive instruction in music and visual arts was examined in terms of the mean number of minutes per week devoted to separate instruction in each subject (table 2). In general, during fall 1994 students received an average of 75 minutes of separate instruction in music and 78 minutes in visual arts. Schools where music instruction was provided only by specialists offered more instruction time than those where it was provided only by the classroom teachers. This was not the case for visual arts instruction, where the difference between 77 and 65 minutes was not statistically significant. However, in those schools where both specialists and classroom teachers provided instruction, students received even more time for both music and visual arts. It appears, therefore, that when classroom teachers are teaching the arts in schools where specialists are also providing instruction, they are increasing the total amount of time students spend in arts instruction.

Table 2.--Mean number of minutes per week students in public elementary schools receive separate instruction in music and visual arts from both arts specialists and classroom teachers: 1994

Type of instruction	Percent of schools	Mean number of minutes
Music		
All schools offering music	100	75
Schools where instruction is provided by both specialists and classroom teachers	22	92
Schools where instruction is provided by specialists only	70	72
Schools where instruction is provided by classroom teachers only	8	49
Visual arts		
All schools offering visual arts	100	78
Schools where instruction is provided by both specialists and classroom teachers	28	91
Schools where instruction is provided by specialists only	43	77
Schools where instruction is provided by classroom teachers only	29	65

NOTE: Based on the number of elementary schools that offer instruction in each subject: music - 56,663 (97 percent); visual arts - 49,683 (85 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Specially Equipped Spaces for Music and Visual Arts Instruction

Arts specialists in some schools have their own classrooms in which they have access to supplies and materials that can facilitate their teaching. In other schools, the arts specialists move from classroom to classroom, carrying their supplies with them on an "art cart," or the classroom teachers themselves may provide the instruction to students in their regular classrooms. Nearly three-quarters of public elementary schools reported that they provided a separate, specially equipped space for music instruction in 1994, and about half provided such a space for visual arts (table 3). Schools in the West were the least likely to provide space for teaching visual arts (36 percent), which reflects the earlier reported finding that schools in this region of the country rely more heavily on classroom teachers to teach visual arts.

Table 3.--Percent of public elementary schools that offer instruction in music and visual arts and indicating that a specially equipped space is provided, by school characteristics: 1994

School characteristic	Music	Visual arts
All public elementary schools	72	56
Size of enrollment		
Small	59	41
Moderate	74	57
Large	81	67
Metropolitan status		
City	74	60
Urban fringe	72	55
Town	73	54
Rural	69	53
Geographic region		
Northeast	71	69
Southeast	70	57
Central	79	66
West	68	36

NOTE: Based on the number of elementary schools that offer instruction in each subject: music - 56,663 (97 percent); visual arts - 49,683 (85 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Integration of Music and Visual Arts

Interdisciplinary instruction in academic subject areas is becoming more common in elementary grades, and this includes instruction in the arts. Both classroom teachers and arts specialists can promote the integration of the arts into instruction in other academic subjects. Results of this survey indicated that neither music nor visual arts specialists are teaching the arts in isolation from other subjects. Close to 90 percent of public

elementary schools with visual arts specialists on staff reported that the specialists integrate other subjects into their teaching of visual arts (table 4). Almost the same percentage reported that these specialists also consult with classroom teachers so that the teachers can integrate the arts into their teaching of non-arts subjects. About three-quarters of elementary schools with music specialists on staff reported that the specialists also include these kinds of integration and consultation in their teaching activities. However, less than half of all schools with music or visual arts specialists on staff reported that they collaborate or team teach with other arts specialists.

Table 4.--Percent of public elementary schools with music and visual arts specialists on staff and indicating the use of different activities in their teaching: 1994

Teaching activity	Music	Visual arts
Integrate other academic subjects into arts instruction.	72	88
Consult with classroom teachers on incorporating the arts into the teaching of other academic subjects	69	86
Collaborate or team teach with other arts specialists.	40	44

NOTE: Based on the number of elementary schools that have arts specialists in each subject: music - 52,105 (92 percent); visual arts - 35,578 (72 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

How Do Elementary Schools Include Other Arts Subjects in Their Curricula?

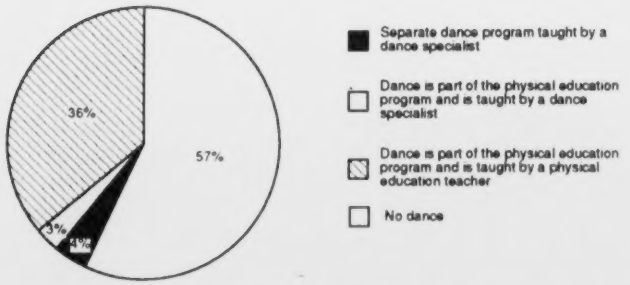
Instruction in the arts can enhance learning in other academic subjects through interdisciplinary instruction, but schools can also subsume the arts within programs in other instructional areas. For example, dance instruction can be part of the physical education program, and creative writing and drama/theatre can be taught within the language arts curriculum. While this does not necessarily lead to an inadequate educational program, it can leave instruction in the arts subjects up to non-arts teachers. The result is that the arts do not get emphasized. Findings from this survey, reported below, supported this argument.

Dance

Dance instruction does not receive the kind of commitment from schools that music and visual arts do. Only 43 percent of all public elementary schools offer any instruction in dance (figure 6). Furthermore, very few schools offer dance as a separate subject or enlist certified dance teachers to provide the instruction. Only 4 percent of schools offer it as a separate subject taught by a dance specialist. Instead, dance instruction is

generally offered by physical education teachers, and it is taught by a dance specialist within the physical education program in only 3 percent of all elementary schools.

Figure 6.--Percent of public elementary schools that offer dance: 1994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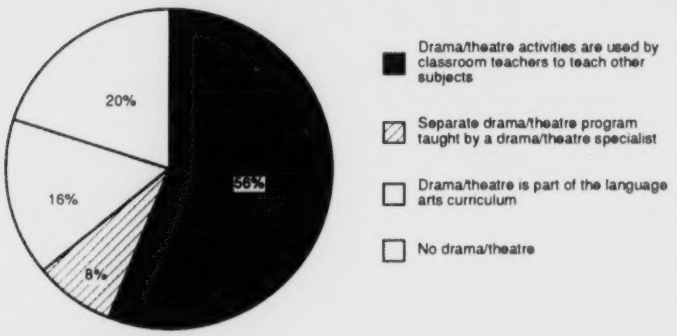
57%
3%
Separate dance program taught by a dance specialist
Dance is part of the physical education program and is taught by a dance specialist
Dance is part of the physical education program and is taught by a physical education teacher
No dance

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Drama and Theatre

Very few elementary schools (8 percent) offer drama as a separate subject taught by a drama/theatre specialist (figure 7). However, most schools (80 percent) do include drama/theatre in their curricula in some way. In more than half of these schools drama is included by classroom teachers using dramatic activities, such as enacting stories or plays, to teach other subjects. Another 16 percent of schools that reported instruction in drama/theatre indicated that it is incorporated into the language arts curriculum.

Figure 7.--Percent of public elementary schools that offer drama and theatre: 1994

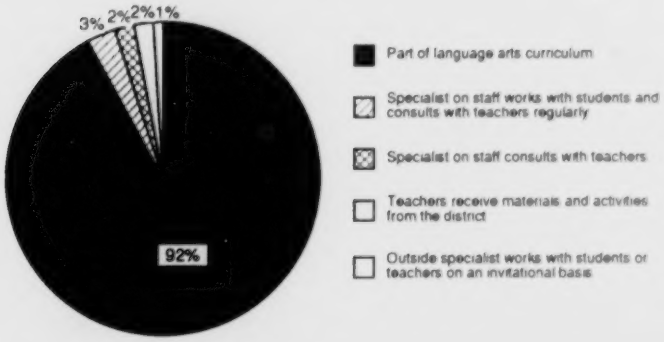

20%
16%
56%
8%
Drama/theatre activities are used by classroom teachers to teach other subjects
Separate drama/theatre program taught by a drama/theatre specialist
Drama/theatre is part of the language arts curriculum
No drama/theatre

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Creative Writing

Nearly all elementary schools (92 percent) provide creative writing instruction as part of the language arts curriculum, as opposed to offering separate programs in creative writing (figure 8). Very few schools reported that a creative writing specialist works directly with students and consults with teachers on a regular basis, or that an outside specialist or writer comes to the school on an invitational basis. Another small percentage of schools either have a creative writing specialist on staff who consults with teachers or receive creative writing materials and suggestions for classroom activities from someone at the district level.

Figure 8.--Percent of public elementary schools offering various methods of creative writing instruction: 1994


3%
2%
2%
1%
92%
Part of language arts curriculum
Specialist on staff works with students and consults with teachers regularly
Specialist on staff consults with teachers
Teachers receive materials and activities from the district
Outside specialist works with students or teachers on an invitational basis

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

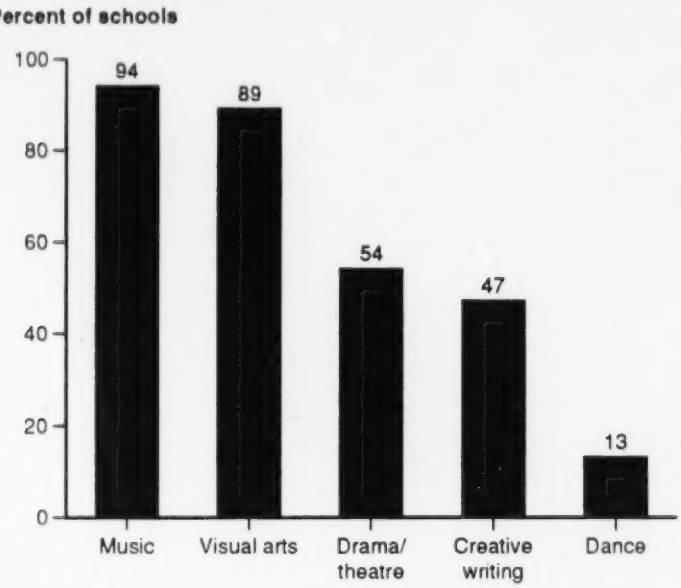
Arts Education in Public Secondary Schools

In secondary schools, arts education is typically provided through elective courses that are taught by arts specialists. The secondary school questionnaire therefore asked respondents to answer a series of questions about the extent to which each of five arts subjects—creative writing, dance, drama/theatre, music, and visual arts—are being taught in schools. The questions asked for the following information on each subject: whether the school offers separate instruction in it, the number of separate courses offered, the number of full- and part-time teachers, the approximate total enrollment during the 1993-94 school year, the number of specially equipped spaces, labs, or studios allocated for teaching, and whether the district provides written curriculum guidelines in the subject.

How Extensive is Arts Education in Public Secondary Schools?

Of the five arts subjects included in this survey, music and visual arts are offered in almost all public secondary schools, findings similar to those of the elementary survey (figure 9). About half of all public secondary schools offer separate instruction in both creative writing and drama/theatre. Relatively few secondary schools offer separate instruction in dance.

Figure 9.--Percent of public secondary schools that offer separate instruction in various arts subjects: 1994



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Whether or not secondary schools offer separate instruction in each of the arts subjects is related to school size and the metropolitan status of schools (table 5).[1] In general, classes in the arts are more likely to be offered in larger schools and in schools in central cities and urban fringe areas. However, schools in different geographic regions are more likely to offer certain arts subjects than others. For example, visual arts is offered by more schools in the Northeast than by those in the Southeast or West; music is included in more schools in the Central part of the country than those in the West.

[1] See appendix B, table 16, for a similar table of elementary school data.

Table 5.--Percent of public secondary schools that offer separate instruction in various arts subjects, by school characteristics: 1994

School characteristic	Music	Visual arts	Drama/ theatre	Creative writing	Dance
All public secondary schools	94	89	54	47	13
Size of enrollment					
Small	88	80	35	41	3
Moderate	96	92	54	44	13
Large	99	96	81	58	28
Metropolitan status					
City	99	95	70	53	24
Urban fringe	99	95	67	55	22
Town	96	88	57	44	9
Rural	88	83	37	40	6
Geographic region					
Northeast	98	98	53	53	12
Southeast	94	80	53	36	15
Central	99	94	47	51	8
West	87	84	62	46	18

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

More important than whether schools offer instruction in particular arts subjects, however, is the extensiveness of their arts programs, which can be examined along several dimensions. The number of separate courses offered in a particular arts subject is a good indicator of the depth to which students can pursue the subject. The number of teachers available to teach the arts is indicative of accessibility to expertise. Finally, a school's commitment to offering quality arts programs is evidenced by providing teachers and students with specially equipped classrooms, labs, studios, and practice rooms.

The findings on all of these indicators reinforced those reported above regarding the extent to which public secondary schools provide separate instruction in each arts subject. More courses are offered in music and visual arts than in other arts subjects, with an average of 4.5 courses in music and 5.0 in visual arts (table 6). Likewise, more teachers are teaching music and visual arts than drama/theatre and dance. While schools report more teachers of creative writing than those of visual arts, these data may be somewhat misleading because schools may have included English teachers, rather than exclusively teachers who specialize in creative writing, when reporting the number of teachers. Finally, while schools allocate approximately one specially equipped space each for instruction in drama/theatre, creative writing, and dance, significantly more space is provided for music and visual arts. The higher number of rooms reported

for music reflects the fact that individual practice rooms were included as specially equipped spaces.

Table 6.--Mean number of courses, teachers, and specially equipped spaces provided by public secondary schools, by arts subject: 1994

Program characteristic	Music	Visual arts	Drama/ theatre	Creative writing	Dance
Number of courses	4.5	5.0	2.1	1.9	2.1
Number of teachers	2.1	1.7	1.2	1.9	1.3
Number of spaces.	2.6	1.8	1.3	1.2	1.0

NOTE: Based on the number of secondary schools that offer instruction in each subject: music - 18,755 (94 percent); visual arts - 17,631 (89 percent); drama/theatre - 10,740 (54 percent); creative writing - 9,256 (46 percent); dance - 2,616 (13 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Other Support for Arts Education in Elementary and Secondary Schools

Beyond the number of arts specialists on staff, the amount of time spent on arts education, the number of subjects or courses offered, or the amount of space allocated for arts instruction, schools and school districts can encourage and enhance arts education in a variety of other ways. To assess the extent to which public schools are providing support for arts education, both the elementary and secondary surveys requested information on several issues. First, curriculum guidelines are important for the implementation of arts instruction, particularly if classroom teachers in the elementary grades are delivering the instruction, so both questionnaires asked whether the district provides teachers with written curriculum guidelines in the arts. The presence of a district arts coordinator or curriculum specialist in the arts also reflects districts' commitment to providing administrative support for promoting achievement in the arts. In addition, provision of inservice training in the arts during the 1993-94 school year was used to indicate the extent to which teachers have access to opportunities for professional development in the arts. Whether or not schools had artists-in-residence within the past 5 years, and the contributions these individuals made to schools' arts programs, provided another measure of support for curriculum development, teacher enhancement, and educational activities for students. Both surveys also included questions on the use of technology in the arts, the extent of parental involvement in schools' arts programs, and the number of performances and presentations of students' art work, including the publication of a student literary magazine. Finally, respondents were asked if they were aware of the voluntary National Standards for Arts Education, and if so, whether their schools were incorporating any of the standards.

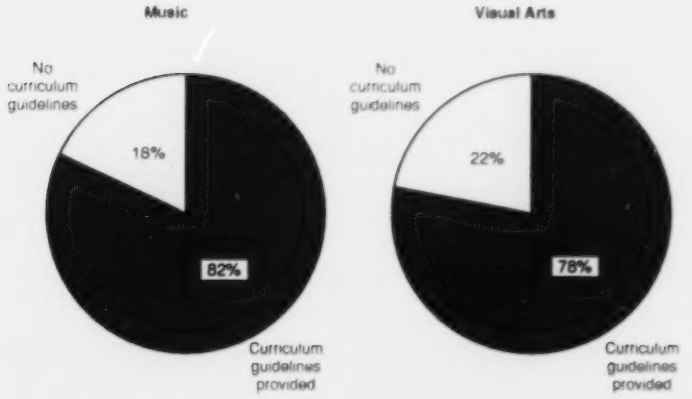
How Do School Districts Provide Additional Support for Arts Education?

Curriculum Guidelines

With the recent development of the voluntary National Standards for Arts Education (Consortium of National Arts Education Associations 1994), experts are coming to some consensus about the goals of arts education: what should be taught and what students should learn. Although exploring the content of schools' arts curricula was beyond the scope of this survey, the questionnaires did gather data on whether districts provide teachers with curriculum guidelines. The existence of such guidelines is a good indicator of consensus within the district concerning what should be taught in the arts. For those elementary schools where classroom teachers are responsible for instruction in the arts, such guidelines would be particularly useful and would contribute to the quality of the educational program offered.

Of the public elementary schools that offer music and visual arts, at least three-quarters have curriculum guidelines in these subjects provided by the district (figure 10). The majority of public secondary schools that offer music, visual arts, and creative writing also reported having curriculum guidelines in each subject (figure 11). Of those secondary schools that offer courses in drama/theatre, three-quarters have curriculum guidelines, while about two-thirds of schools including dance courses have such guidelines.

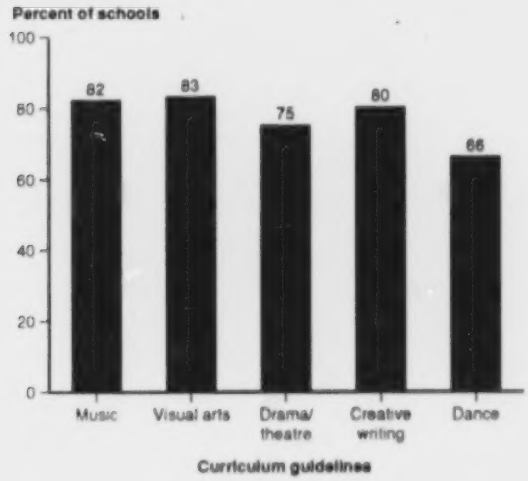
Figure 10.--Percent of public elementary schools that offer music and visual arts and indicating that curriculum guidelines are provided by the district: 1994



NOTE: Based on the number of elementary schools that offer instruction in each subject: music - 56,663 (97 percent); visual arts - 49,683 (85 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Figure 11.--Percent of public secondary schools that offer instruction in various arts subjects and indicating that curriculum guidelines are provided by the district: 1994



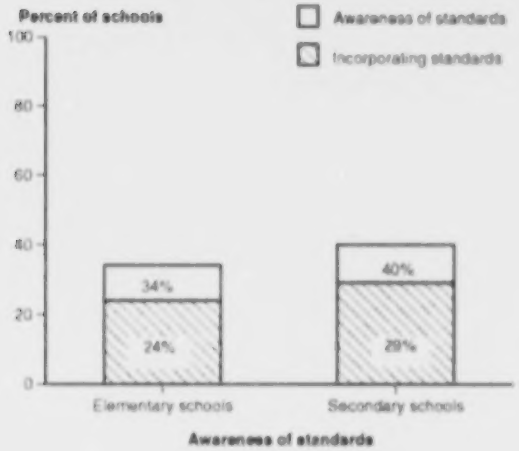
NOTE: Based on the number of secondary schools that offer instruction in each subject: music - 18,755 (94 percent); visual arts - 17,631 (89 percent); drama/theatre - 10,740 (54 percent); creative writing - 9,256 (46 percent); dance - 2,616 (13 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Voluntary National Standards for Arts Education

The voluntary National Standards for Arts Education are consensus statements about what an education in the arts should contain and are intended to improve and change how arts education is organized and delivered. Approximately one-third of public elementary and secondary school respondents indicated that they were aware of the standards (figure 12). About one-quarter of all schools in each sample reported that they were both aware of the Standards and incorporated some of them into their curricula.

Figure 12.--Percent of public elementary and secondary schools indicating awareness of the voluntary National Standards for Arts Education, and percent of those schools incorporating some of the standards into their arts programs: 1994



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Arts Coordinators

Arts coordinators or curriculum specialists at the district level can provide access to resources and information to classroom teachers and arts specialists, as well as generally act as advocates for arts education. Approximately one-third of both elementary and secondary public schools indicated that their districts have arts coordinators or curriculum specialists in the arts on staff (table 7). Large schools and schools in cities and urban fringe areas are more likely to have arts coordinators on their district staff than small schools and schools in towns and rural areas.

Table 7.--Percent of public elementary and secondary schools having a district arts coordinator or curriculum specialist in the arts, by school characteristics: 1994

School characteristic	Elementary	Secondary
All public schools	72	96
Size of enrollment		
Small	70	27
Moderate	77	94
Large	89	92
Metropolitan status		
City	64	94
Urban fringe	83	92
Town	24	25
Rural	26	27
Geographic region		
Northeast	46	48
Southeast	46	97
Central	56	80
West	31	35

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Graduation Requirements

Another way that school districts can emphasize the importance of arts education and encourage students to enroll in arts courses is through imposing graduation requirements that include the arts in some way. The secondary school survey included a question about graduation requirements in the arts. Thirty-nine percent of all secondary schools reported that their districts require credit specifically in the arts for graduation (table 8). Schools in the Northeast are more likely to require specific arts credit than those in other geographic regions. Another 22 percent of secondary schools require credit in the arts as an option within a specified group of courses, such as arts or foreign language or computer science.

Table 8.--Percent of public secondary schools requiring credit in the arts for graduation, by school characteristics: 1994

School characteristic	Credit specifically in the arts required	Credit in the arts required, but as an option within a group of specified subjects[1]
All public secondary schools[2]	39	22
Size of enrollment		
Small	41	15
Moderate	33	23
Large	43	30
Metropolitan status		
City	48	21
Urban fringe	38	35
Town	38	26
Rural	36	14
Geographic region		
Northeast	61	20
Southeast	23	15
Central	31	20
West	45	28

[1]For example, art, foreign language, or computer science.

[2]Based on the number of secondary schools that are not intermediate or junior high schools and include grade 12: 15,955 (80 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

How Do Elementary and Secondary Schools Support Arts Programs and Activities?

Arts education can also be supported at the school level in a number of ways. Administrators can provide teachers access to inservice education or opportunities for other professional development activities. Artist-in-residence programs can provide teacher enhancement opportunities, as well as expose teachers and students to individuals who create art as their primary professional activity. Schools can further acknowledge the value of artistic expression by providing avenues for the display, performance, and publication of students' art work. Also, schools can provide teachers and students with opportunities to use technology in their teaching and learning of the arts. Finally, parental involvement in schools' arts programs may reflect a commitment on the part of the school to emphasize students' arts education.

Professional Development in the Arts

About half of all public elementary schools reported that during the 1993-94 school year the school or their district had offered teachers inservice training or other professional development activities in the arts (table 9). A comparable number of secondary schools reported that the school or district had offered these opportunities to their staff. Schools in central cities and urban fringe areas were more likely to offer teacher inservice activities than those in towns and rural areas.

Table 9.--Percent of public elementary and secondary schools offering inservice training or other professional development activities in the arts, by school characteristics: 1993-94

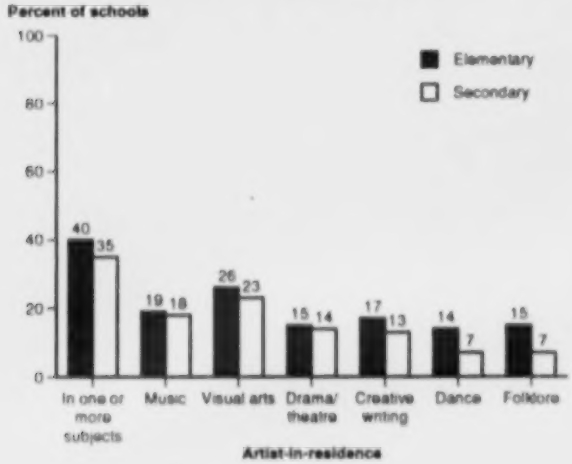
School characteristic	Elementary	Secondary
All public schools	51	43
Size of enrollment		
Small	41	35
Moderate	50	41
Large	60	59
Metropolitan status		
City	66	63
Urban fringe	63	55
Town	38	39
Rural	35	31
Geographic region		
Northeast	52	46
Southeast	57	43
Central	45	38
West	49	48

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Artist-in-Residence Programs

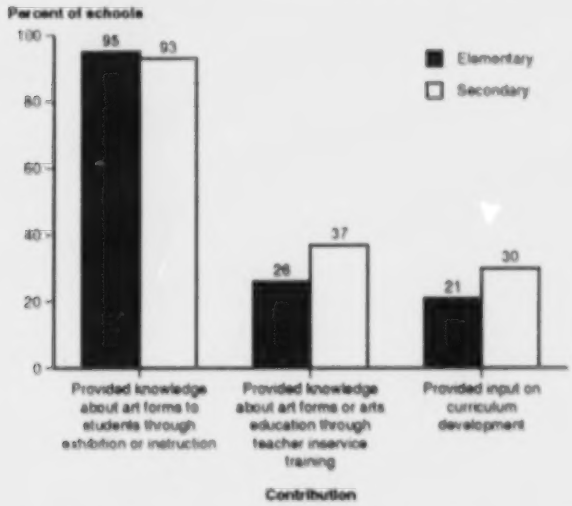
Schools were asked whether they had supported any artists-in-residence during the past 5 years and, if so, to specify the artists' areas of expertise. The choices were creative writing, dance, drama/theatre, folklore, music, and visual arts. Slightly more than one-third of elementary and secondary schools indicated that artists had been in residence during that time period (figure 13). While schools reported artists-in-residence in all of the arts areas listed, very few secondary schools had supported any in either dance or folklore. According to both elementary and secondary respondents, these artists-in-residence made the greatest contribution to schools' arts programs by providing knowledge about art forms to students through exhibition or instruction (figure 14). Significantly fewer artists-in-residence provided input on curriculum development or inservice for teachers.

Figure 13.--Percent of public elementary and secondary schools having artists-in-residence in various arts subjects during the past 5 years: 1994



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Figure 14.--Percent of public elementary and secondary schools indicating the contributions their artists-in-residence have made to the school: 1994



NOTE: Based on the number of schools having an artist-in-residence: elementary - 23,606 (40 percent); secondary - 6,966 (25 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Presentations of Students' Art Work

Arts education is further supported by schools' encouraging students to exhibit and perform their art work outside of their own classrooms. Elementary and secondary schools were asked to report on the number of presentations of students' art work that took place during the 1993-94 school year. Schools reported separately for both informal presentations—put on for the school community only—and formal ones—put on for parents and the public. Data on the number of presentations of students' arts work were calculated for all public elementary and secondary schools, rather than just for those that offer instruction in a particular arts subject, since many schools indicated that performances or exhibitions took place as part of extracurricular activities and were not necessarily tied to instruction in a particular arts subject. In addition, a considerable number of respondents indicated that arts presentations, particularly in visual arts, were "ongoing" or "continuous." In these cases, the data were recoded to 10 presentations, based on the assumption that there was an arts exhibit going on during each of the 10 months in the school year. For creative writing, schools were asked whether they publish a student literary magazine.

At the elementary level, schools averaged approximately six informal exhibitions of students' visual arts work, which was higher than any other type of arts presentation, and two formal visual arts exhibitions (table 10). In music, elementary schools averaged about three informal and three formal student musical performances. The average of two informal drama/theatre presentations probably reflects the findings that many elementary schools reported that teachers used dramatic activities in the teaching of other subjects. Elementary schools averaged fewer than one dance performance of either kind, which is consistent with the lack of dance instruction going on at this level.

At the secondary level, the numbers of different kinds of student exhibitions and performances are comparable to those at the elementary level, except in the performance of music and drama/theatre productions. Secondary schools averaged about five informal musical presentations and more than seven formal ones; an average of about two formal dramatic productions were reported.

Table 10.--Mean number of informal and formal exhibitions and performances of students' art work in all public elementary and secondary schools: 1993-94

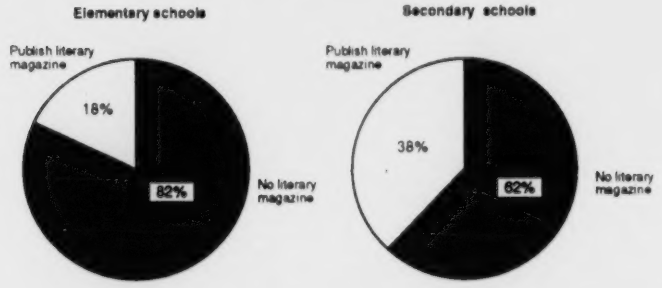
Type of art presentation	Elementary	Secondary
Music		
Informal	3.3	5.2
Formal	3.5	7.7
Visual arts		
Informal	6.3	5.7
Formal	2.1	1.9
Drama/theatre		
Informal	1.9	1.8
Formal	1.3	2.2
Dance		
Informal	0.5	0.6
Formal	0.5	0.7

NOTE: Responses of "ongoing" or "continuous" presentations of students' art work were recoded to 10 presentations based on the assumption of 1 presentation for every month of the year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Only 18 percent of elementary schools publish literary magazines of students' work (figure 15). However, 38 percent of secondary schools publish student literary magazines. At the secondary level, this activity is related to school size and geographic region. Large secondary schools and those in the Northeast are the most likely to publish literary magazines (table 11). Elementary schools in the Northeast also are more likely to publish students' work than those in other geographic regions.

Figure 15.--Percent of public elementary and secondary schools that publish literary magazines of students' work: 1994



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 11.--Percent of public elementary and secondary schools that publish literary magazines of students' works, by school characteristics: 1994

School characteristic	Elementary	Secondary
All public schools	18	38
Size of enrollment		
Small	13	22
Moderate	17	37
Large	23	62
Metropolitan status		
City	21	48
Urban fringe	23	55
Town	16	41
Rural	10	21
Geographic region		
Northeast	28	60
Southeast	16	33
Central	14	30
West	15	36

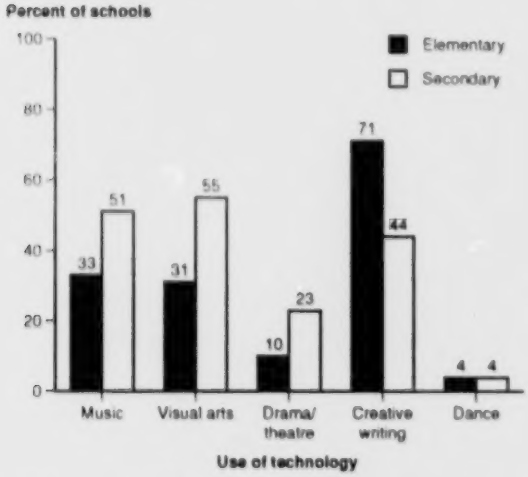
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Use of Technology in Teaching the Arts

The use of technology through instructional tools such as computers, 1- and 2-way video, CD-ROM, telecommunications, and multimedia has expanded into many areas of education. This allows both teachers and students more access to information and to interactive experiences. Since much of this kind of technology is conducive to facilitating arts education, respondents were asked in what arts subjects schools use or integrate technology.

About two-thirds of all public elementary schools use technology in teaching creative writing (figure 16). However, less than half of secondary schools use technology in this way. The opposite is the case for music and visual arts. While only one-third of elementary schools use technology in teaching music and visual arts, about half of all secondary schools do so. About one-quarter of secondary schools also use technology to teach drama/theatre. Technology is being used to teach dance only in a very small percentage of public schools, which is consistent with the limited amount of dance instruction going on.

Figure 16.--Percent of public elementary and secondary schools indicating the use or integration of technology in the teaching of various arts subjects: 1994



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Parental Support for the Arts

Parental support for arts programs in schools can be demonstrated in various ways. For this survey, respondents were asked to indicate the extent to which parents are involved in the following activities at the school: sponsoring fundraising activities for the arts, sponsoring Booster Clubs (secondary survey only), sponsoring arts exhibitions or visiting performers, volunteering in arts programs, and attending school arts events.

The most notable way that parents support their children's artistic efforts is through attendance at school arts events. Approximately three-quarters of public elementary and secondary schools indicated that this was true either to a moderate or great extent (table 12).

Table 12.--Percent of public elementary and secondary schools indicating the extent of parental involvement in various activities related to the school's arts program: 1994

Kind of parental involvement	Great extent	Moderate extent	Little or no extent	Not applicable[1]
Elementary schools				
Attending school arts events	37	33	19	11
Sponsoring fundraising activities for the arts	16	21	39	24
Sponsoring art exhibitions or visiting performers	18	22	40	19
Volunteering in arts programs	11	26	47	15
Secondary schools				
Attending school arts events	32	44	16	8
Sponsoring Booster Clubs	27	27	28	18
Sponsoring fundraising activities for the arts	22	30	35	13
Sponsoring art exhibitions or visiting performers	7	21	57	15
Volunteering in arts programs	7	25	53	14

[1]"Not applicable" indicates the respondents reported that this activity was not an option at this school.

NOTE: Percents may not sum to 100 because of rounding and details may not add to totals because of rounding for weighted estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Volunteering in arts programs is the least likely avenue for parents to provide support for arts education in schools. Approximately half of both elementary and secondary schools

reported that parents volunteered in school arts programs little or not at all.

Changes in Arts Programs in Public Schools in the Past 5 Years

As this report has shown, various aspects of schools' arts programs can be used as indicators of a commitment to arts education on the part of both schools and school districts. For example, at the elementary level instruction time and the number of arts specialists on staff reflect an effort to provide quality arts instruction. At the secondary level, the number of courses offered provides similar information. In addition, the allocation of supplies and materials for arts education, the provision of funds for teachers' classroom use, and the allocation of funds for field trips to museums, galleries, or performance centers are indicative of the extent to which school districts are providing financial support to enhance their arts programs. Respondents to both surveys were asked to report on changes in each of these aspects of their arts programs as compared to 5 years ago. They were also asked to indicate if the student enrollment in the school's arts program had changed in order to provide a benchmark of whether changes in any of these variables coincided with changes in the number of students being served.

Many public elementary schools (49 to 66 percent) reported that these indicators had remained the same in the past 5 years (table 13). In addition, between 20 and 30 percent reported increases in instruction time, number of arts staff, allocation of supplies and materials, funds for teachers' classroom use, and use of museums, galleries, and performance centers. However, 41 percent also reported increases in enrollment. No more than 18 percent of elementary schools indicated decreases in any of the areas listed.

While enrollment in arts courses has increased in the past 5 years in 62 percent of public secondary schools, only 28 percent of schools reported an increase in the school's arts staff; 61 percent reported that the number of arts staff had remained the same. Even though about half of schools also reported an increase in the number of courses offered, 39 percent reported that the number of courses had remained the same. As with elementary schools, less than 20 percent of schools indicated decreases in any of the areas listed.

Table 13.--Percent of public elementary and secondary schools indicating how various aspects of the school's arts program have changed in the past 5 years: 1994

Aspect of arts programs	Increased	Remained the same	Decreased	Not available
Elementary schools				
Instruction time	28	60	12	-
Enrollment	41	46	13	-
Number of arts staff	20	66	14	-
Allocation of supplies and materials	30	52	16	2
Funds for teachers' classroom use	29	49	18	5
Use of museums, galleries, performance centers, etc.	26	51	10	14
Secondary schools				
Number of courses	50	39	11	-
Enrollment	62	30	8	-
Number of arts staff	28	61	10	-
Allocation of supplies and materials	36	45	18	2
Funds for teachers' classroom use	33	43	19	5
Use of museums, galleries, performance centers, etc.	27	48	9	16

- "Not available" does not apply to this response option.

NOTE: Percents may not sum to 100 because of rounding and details may not add to totals because of rounding for weighted estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Decision Makers Regarding the Arts Programs Offered in Public Schools

The implementation of arts education programs is primarily determined at the local level. Schools were asked the extent to which teachers, school administrators, district personnel, state departments of education, or parents make decisions regarding schools' arts programs. Approximately one-half of public elementary and one-half of public secondary schools indicated that teachers make decisions regarding arts programs to a great extent. Approximately one-third of all schools reported that school administrators and school districts also have a great influence on the arts programs. Parents and state departments of education are the least likely to influence schools' arts programs, with between 47 and 62 percent of schools indicating that these two sources have little or no influence over how schools provide arts education (table 14).

Table 14.--Percent of public elementary and secondary schools indicating the extent to which various influencers make decisions regarding the school's arts program: 1994

Influence on arts program	Great extent	Moderate extent	Small or no extent
Elementary schools			
School teachers	47	34	18
School administrators	35	43	22
District	36	40	24
State	18	35	47
Parents	9	33	58
Secondary schools			
School teachers	57	29	15
School administrators	38	46	15
District	35	44	21
State	18	32	50
Parents	7	31	62

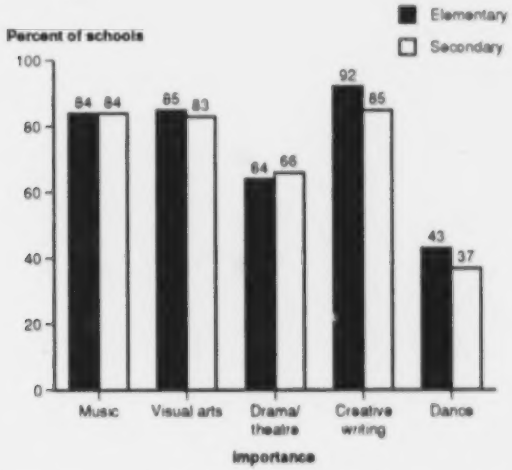
NOTE: Percents may not sum to 100 because of rounding and details may not add to totals because of rounding for weighted estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Schools' Views on the Importance of Arts Education

In general, respondents to the elementary and secondary school surveys consider education in the arts important relative to other academic subjects. Music, visual arts, and creative writing were viewed as essential or very important by nearly all of the school staff who responded to the surveys (figure 17). Drama/theatre was not considered as important as these three arts subjects, and dance was considered the least important of all.

Figure 17.--Percent of respondents indicating that education in various arts subjects is essential or very important relative to other academic subjects: 1994



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Summary and Conclusions

The surveys of arts education in public elementary and secondary schools provided important information on the status of arts education in the United States and the extent to which public schools are including the arts as core subjects in their curricula.

When respondents were asked their views on the importance of education in the arts relative to other academic subjects, most indicated that arts education was essential or very important. However, other data obtained from the surveys suggest that arts education may not be receiving the kind of emphasis that would reflect such views.

The basic findings on arts education in public elementary schools support the conclusion that, in general, the primary focus of arts education is music and visual arts. Creative writing typically is incorporated into the language arts curriculum, rather than taught separately by a creative writing specialist. Dance instruction by a dance specialist is rare, and dramatic and theatre activities are most often used by classroom teachers to reinforce instruction in other subjects. A comparison of the data for music and visual arts instruction in elementary schools indicates that music instruction is receiving more commitment than visual arts in several respects. More schools reported that music is included in their instructional program, and music is more often taught by instructors certified to teach music, rather than by classroom

teachers. Furthermore, a higher percentage of elementary schools employ specialists on a full-time basis to teach music than they do for visual arts. Schools also are more likely to provide specially equipped spaces for instruction in music.

In spite of these differences, however, elementary students seem to be receiving about the same amount of instruction time in the two arts subjects. The difference appears to be that classroom teachers are more likely to teach visual arts than to teach music. This does not necessarily mean that the instruction is inferior, however. According to the National Endowment for the Arts (1988), there has been disagreement about who should teach the arts in elementary schools—specialists or classroom teachers. Those who argue for arts specialists contend that "a teacher who does not know how to play a musical instrument, read music, write a poem, draw the human figure in action, dance, or act cannot possibly teach children anything substantive about these arts" (p. 110). Those who favor classroom teachers providing instruction in the arts argue that these teachers are no less prepared to teach the arts than they are to teach other academic subjects, such as science or history. The findings from this survey suggest that school administrators may be more inclined to take the view that classroom teachers are prepared to teach visual arts, but teachers must be able to play a musical instrument or read music before they can adequately teach music. Nevertheless, even though classroom teachers may not be teaching music during separate class time, the majority of schools reported that music specialists are consulting with regular classroom teachers on incorporating music into academic instruction, as are the specialists in visual arts.

Arts education in public secondary schools mirrors that of elementary schools in many respects. Music and visual arts education are offered in nearly all of the Nation's secondary schools, with music receiving slightly more attention in terms of number of teachers and amount of space allocated for instruction. The status of education in creative writing and drama/theatre appears less encouraging. Although approximately half of all schools include separate instruction in these subjects, schools generally offer an average of about two courses in each of them. Separate dance instruction is offered in less than one-fifth of the Nation's public secondary schools.

Elementary and secondary schools are doing very little to promote arts education through the use of external resources, such as artist-in-residence programs or teacher enhancement opportunities. Only about one-third of schools indicated that they had hosted any artists-in-residence in the past 5 years. Half or fewer schools reported that inservice training or other professional development activities in the arts had been offered to teachers.

School districts' commitment to keeping arts education in the mainstream of basic education is shown in several ways. Aside

from the allocation of funds to arts education, districts also support the arts by developing and providing curriculum guidelines in different arts subjects and by employing arts curriculum coordinators. In general, the majority of schools that offer instruction in the five arts subjects addressed in this survey indicated that curriculum guidelines were provided. Curriculum specialists in the arts, however, are on staff in only about one-third of the Nation's schools. With respect to encouraging achievement in the arts in general, 61 percent of all secondary schools reported that their districts have enacted graduation requirements that either require credit specifically in the arts or include them as an option within a specified group of subjects.

Possible future research in this area might include a more in-depth look at the content of the arts curricula being presented to students today. Also, with the publication of the voluntary National Standards for Arts Education, it will be possible to assess student achievement and progress by comparing these standards with what students are actually learning in schools. Additional research might also look at the pedagogy of arts education, particularly with respect to the views of teachers and arts specialists on how to best foster the artistic creativity of young people in a school setting.

Appendix A

Survey Methodology and Data Reliability

Survey Methodology and Data Reliability

Sample Selection

The sampling frame for the FRSS *Arts Education Survey* was constructed from the 1992-93 NCES Common Core of Data (CCD) public school universe file and included over 78,000 public elementary, secondary, and combined schools. Excluded from the frame were special education, vocational, and alternative/other schools, schools in the territories, and schools with the highest grade lower than grade one.

Since two separate questionnaires were used for this survey—one for elementary and one for secondary schools—separate stratified samples of 751 schools were selected for each survey. Combined schools were given a chance of selection for both surveys. Those combined schools that were selected for the elementary sample were not given a chance of selection when the secondary sample was drawn. However, no bias resulted from this process, since the original samples were randomly selected. A combined school that was selected from the elementary school frame was requested to complete only the elementary school questionnaire, while one selected from the secondary school frame was requested to complete only the secondary school questionnaire.

The two samples were stratified by geographic region (Northeast, Southeast, Central, and West), metropolitan status (city, urban fringe, town, and rural), and school size (less than 300, 300 to 599, and 600 or more for elementary; less than 400, 400 to 999, 1,000 or more for secondary). The samples sizes were then allocated to the primary strata in rough proportion to the aggregate square root of the enrollment of schools in the stratum. The use of the square root of enrollment to determine the sample allocation was expected to be reasonably efficient for estimating both school-level characteristics (e.g., percentage of schools that provide more than 1 hour of music instruction) and quantitative measures correlated with enrollment (e.g., the number of arts specialists or arts classes). Further, the sample sizes were large enough to permit analyses of the two questionnaires (along one dimension) by the four regions, four urbanicity classes, and three enrollment size classes (table 15).

Table 15.--Number and percent of responding public schools in the study sample and estimated number and percent of public schools the sample represents, by school characteristics: 1994

School characteristic	Respondent sample		National estimate	
	Number	Percent	Number	Percent
All public elementary schools	679	100	58,261	100
Size of enrollment				
Less than 300	123	18	15,510	27
300 to 599	318	47	26,293	45
600 or more	238	35	16,458	28
Metropolitan status				
City	178	26	14,356	25
Urban fringe	185	27	14,903	26
Town	169	25	14,359	25
Rural	147	22	14,642	25
Geographic region				
Northeast	139	20	11,885	20
Southeast	160	24	12,803	22
Central	176	26	16,167	28
West	204	30	17,407	30
All public secondary schools	697	100	19,900	100
Size of enrollment				
Less than 400	132	19	6,991	35
400 to 999	297	43	8,049	40
1,000 or more	268	38	4,860	24
Metropolitan status				
City	151	22	3,370	17
Urban fringe	176	25	4,000	20
Town	195	28	5,320	27
Rural	175	25	7,210	36
Geographic region				
Northeast	133	19	3,302	17
Southeast	163	23	4,107	21
Central	193	28	6,319	32
West	208	30	6,173	31

NOTE: Percents may not sum to 100 because of rounding and details may not add to totals because of rounding for weighted estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Respondents and Response Rates

In October 1994, questionnaires (see appendix C) were mailed to 751 public elementary school principals and 751 secondary school principals. The principal was asked to either complete the questionnaire or have it completed by the person in his or her school who was most knowledgeable about the school's art program. Principals completed 67 percent of the elementary school questionnaires and 57 percent of the secondary questionnaires. Teachers and arts specialists completed 24 percent of the questionnaires at both instructional levels. The remainder of the questionnaires were completed by other office staff (8 percent for elementary schools and 18 percent for secondary schools).

For the elementary survey, 15 schools were found to be out of scope (no longer at the same location or serving the same population), leaving 736 eligible schools in the sample. For the secondary survey 13 schools were out of scope, leaving 738 eligible schools in the sample. Telephone followup of nonrespondents was initiated in mid-November; data collection was completed by mid-January 1995 with 679 schools in the elementary sample and 697 in the secondary sample (table 15). Thus, the final response rates were 92 percent for the elementary survey and 94 percent for the secondary survey. The weighted response rates were 93 percent and 94 percent, respectively. Item nonresponse ranged from 0.0 to 1.0, with one item at 1.6 percent.

Sampling and Nonsampling Errors

The response data were weighted to produce national estimates. The weights were designed to adjust for the variable probabilities of selection and differential nonresponse. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability.

The survey estimates are also subject to nonsampling errors that can arise because of nonobservation (nonresponse or noncoverage) errors, errors of reporting, and errors made in collection of the data. These errors can sometimes bias the data. Nonsampling errors may include such problems as the differences in the respondents' interpretation of the meaning of the questions; memory effects; misrecording of responses; incorrect editing, coding, and data entry; differences related to the particular time the survey was conducted; or errors in data preparation. While general sampling theory can be used in part to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and, for measurement purposes, usually require that an experiment be conducted as part of the data collection procedures or that data external to the study be used.

To minimize the potential for nonsampling errors, the questionnaire was pretested with principals and arts specialists like those who completed the survey. During the design of the survey and the survey pretest, an effort was made to check for

consistency of interpretation of questions and to eliminate ambiguous items. The questionnaire and instructions were extensively reviewed by the National Center for Education Statistics, the National Institute for Student Achievement, Curriculum, and Assessment, and the National Endowment for the Arts. Manual and machine editing of the questionnaire responses were conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone. Imputations for item nonresponse were not implemented, as item nonresponse rates were very low (less than 2 percent). Data were keyed with 100 percent verification.

Variances

The standard error is a measure of the variability of estimates due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of elementary schools reporting that they offer instruction in visual arts is 85 percent, and the estimated standard error is 1.5 percent. The 95 percent confidence interval for the statistic extends from [85 - (1.5 x 1.96) to 85 + (1.5 x 1.96)], or from 82.1 to 87.9.

Estimates of standard errors were computed using a technique known as jackknife replication. As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic (see Wolter 1985, Chapter 4). To construct the replications, 50 stratified subsamples of the full sample were created and then dropped one at a time to define 50 jackknife replicates. A proprietary computer program (WESVAR), available at Westat, Inc., was used to calculate the estimates of standard errors. The software runs under IBM/OS and VAX/VMS systems.

Background Information

The survey was performed under contract with Westat, Inc., using the NCES Fast Response Survey System (FRSS). Westat's Project Director was Elizabeth Farris, and the Survey Manager was Nancy Carey. Judi Carpenter was the NCES Project Officer. The data were requested by Michael Sikes of the National Endowment for the Arts, in coordination with Rita Foy, National Institute on Student Achievement, Curriculum, and Assessment, OERI, U.S. Department of Education.

The survey instruments were developed with input from several persons in the field of arts education, including individuals from the following organizations: the Music Educators National Conference, the Council for Research in Music Education, the Getty Center for Education in the Arts, the National Assembly of State Arts Agencies, the American Association of School Administrators, the National Dance Association, the Arts Education Partnership Working Group, the American Alliance for Theatre and Education, and the Educational Theatre Association. In addition, arts specialists and school principals who attended a focus group meeting to review the questionnaires provided valuable input as to the appropriateness of questions and wording of items.

This report was reviewed by the following individuals:

Outside NCES

- Tom Bradshaw, National Endowment for the Arts
- Eleanor Dougherty, National Institute on Student Achievement
- Jackie Quay, Fitton Center for the Creative Arts, Hamilton, Ohio

Inside NCES

- Charlene Hoffman, Data Development Division
- Bill Fowler, Dan Kasprzyk, and Marilyn McMillan, Elementary and Secondary Education Statistics Division
- Michael Cohen and William Hussar, Statistical Standards and Methodology Division

For more information about the Fast Response Survey System or the *Arts Education Survey*, contact Judi Carpenter, Elementary/Secondary Education Statistics Division, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue, NW, Washington, DC 20208-5651, telephone (202) 219-1333.

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Definitions

Terms Defined on the Survey Questionnaire

Artist-in-residence - A visual, literary, or performing artist or folklorist who visits a school for an extended period for the purposes of teaching artistic techniques and concepts, conducting inservice teacher training, or consulting in the development of curricula. Artists-in-residence may be sponsored by the district or by the school directly.

Classroom teacher - A certified education professional who instructs students in a broad range of subject areas on a regular basis.

Creative writing - An instructional program that describes the process and techniques of original composition in various literary forms, such as short stories, plays, and poetry.

Creative writing specialist - A certified education professional who has expertise in creative writing and is responsible for a school's creative writing program.

Dance - An instructional program that prepares students to express themselves through the performance of one or more of the dance disciplines, including ballet, modern, jazz, ethnic, and folk dance, and that describes dance as a cultural phenomenon. Includes instruction in choreography, dance history and criticism, and dance production.

Dance specialist - An education professional who is certified to teach dance.

District - An education agency at the local level that exists primarily to operate public schools. In this questionnaire, the term "district" includes smaller units of administration, such as areas.

Drama/theatre - An instructional program that generally describes the study of dramatic works and their performance. Includes instruction in dramatic literature, dramatic styles and types, and the principles of organizing and producing plays.

Drama/theatre specialist - A certified education professional who has expertise in drama/theatre and is responsible for a school's drama/theatre program.

Music - An instructional program that generally describes the study and appreciation of music and the study of music performance. Includes instruction in music appreciation, music theory, the historical development of music, the fundamentals of various musical instruments, and vocal and instrumental (band and orchestra) performance.

Music specialist - An education professional who is certified to teach general, vocal, or instrumental music.

Technology - Instructional tools such as computers, 1- and 2-way video, CD-ROM, telecommunications, multimedia, hypermedia, networks, etc., that are incorporated in instructional components in order to enhance teaching and learning in the arts.

Visual arts - An instructional program of arts disciplines that includes fine arts, communication and design arts, architecture and environmental arts, and crafts such as ceramics, jewelry, and works in wood, paper, and other materials.

Visual arts specialist - An education professional who is certified to teach visual arts.

Sample Universe and Classification Variables

Metropolitan status

Urban - a central city of a Standard Metropolitan Statistical Area (SMSA).

Urban fringe - a place within an SMSA of a central city, but not primarily its central city.

Town - a place not within an SMSA, but with a population greater than or equal to 2,500, and defined as urban by the U.S. Bureau of the Census.

Rural - a place with a population less than 2,500 and defined as rural by the U.S. Bureau of the Census.

Geographic region

Northeast - Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

Southeast - Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Central - Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

West - Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

Appendix B

Tables of Standard Errors

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Table 1a.--Standard errors of the percent of public elementary schools with full- and part-time arts specialists, by the number of specialists on staff: 1994

Number of specialists	Music	Visual arts
Full time		
1	2.1	2.1
2	2.0	2.1
3 or more	1.1	0.7
Part time		
1	2.3	2.4
2	2.5	2.2
3 or more	1.7	1.3

NOTE: Based on the number of elementary schools that have arts specialists in each subject: music - 52,105 (92 percent); visual arts - 35,578 (72 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 2a.--Standard errors of the mean number of minutes per week students in public elementary schools receive separate instruction in music and visual arts from both arts specialists and classroom teachers: 1994

Type of instruction	Mean number of minutes
Music	
All schools offering music	1.8
Schools where instruction is provided by both specialists and classroom teachers	3.6
Schools where instruction is provided by specialists only	2.1
Schools where instruction is provided by classroom teachers only	6.3
Visual arts	
All schools offering visual arts	1.9
Schools where instruction is provided by both specialists and classroom teachers	2.9
Schools where instruction is provided by specialists only	3.4
Schools where instruction is provided by classroom teachers only	3.9

NOTE: Based on the number of elementary schools that offer instruction in each subject: music - 56,663 (97 percent); visual arts - 49,683 (85 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 3a.--Standard errors of the percent of public elementary schools that offer instruction in music and visual arts and indicating that a specially equipped space is provided, by school characteristics: 1994

School characteristic	Music	Visual arts
All public elementary schools	2.2	2.1
Size of enrollment		
Small	6.4	5.7
Moderate	2.6	3.3
Large	2.1	2.9
Metropolitan status		
City	2.9	3.7
Urban fringe	3.5	4.0
Town	3.7	3.8
Rural	5.1	4.6
Geographic region		
Northeast	4.3	3.9
Southeast	4.0	4.4
Central	4.1	4.7
West	4.2	4.0

NOTE: Based on the number of elementary schools that offer instruction in each subject: music - 56,663 (97 percent); visual arts - 49,683 (85 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 4a.--Standard errors of the percent of public elementary schools with music and visual arts specialists on staff and indicating the use of different activities in their teaching: 1994

Teaching activity	Music	Visual arts
Integrate other academic subjects in arts instruction	1.9	1.6
Consult with classroom teachers on incorporating the arts into the teaching of other academic subjects	1.9	1.9
Collaborate or team teach with other arts specialists	1.9	2.4

NOTE: Based on the number of elementary schools that have arts specialists in each subject: music - 52,105 (92 percent); visual arts - 35,576 (72 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 5a.--Standard errors of the percent of public secondary schools that offer separate instruction in various arts subjects, by school characteristics: 1994

School characteristic	Music	Visual arts	Drama/ theatre	Creative writing	Dance
All public secondary schools	1.4	1.4	2.0	1.2	2.3
Size of enrollment					
Small	3.7	3.8	4.3	1.5	4.4
Moderate	1.0	1.7	3.0	1.8	2.5
Large	0.6	1.2	2.6	2.8	3.1
Metropolitan status					
City	0.9	1.7	4.3	3.1	4.5
Urban fringe	0.9	1.9	3.3	3.7	3.2
Town	2.3	2.8	3.8	1.7	3.8
Rural	3.2	3.2	4.3	1.6	4.2
Geographic region					
Northeast	1.2	1.1	4.8	2.5	5.0
Southeast	2.1	3.3	3.9	3.1	4.3
Central	0.6	2.3	4.1	1.7	5.1
West	4.1	4.1	3.9	2.6	4.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 6a.--Standard errors of the mean number of courses, teachers, and specially equipped spaces provided by public secondary schools, by arts subject: 1993-94

Program characteristic	Music	Visual arts	Drama/theatre	Creative writing	Dance
Number of courses	0.2	0.2	0.2	0.2	0.2
Number of teachers	0.1	0.1	0.1	0.1	0.1
Number of rooms	0.1	0.1	0.1	0.1	0.1

NOTE: Based on the number of secondary schools that offer instruction in each subject: music - 18,755 (94 percent); visual arts - 17,631 (89 percent); drama/theatre - 10,740 (54 percent); creative writing - 9,256 (46 percent); dance - 2,616 (13 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 7a.--Standard errors of the percent of public elementary and secondary schools having a district arts coordinator or curriculum specialist in the arts, by school characteristics: 1994

School characteristic	Elementary	Secondary
All public schools	2.3	1.9
Size of enrollment		
Small	4.2	4.3
Moderate	2.7	2.7
Large	1.6	3.5
Metropolitan status		
City	4.0	4.6
Urban fringe	4.1	4.0
Town	3.3	3.6
Rural	1.6	4.0
Geographic region		
Northeast	4.1	4.0
Southeast	4.2	3.6
Central	3.6	3.9
West	3.5	4.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 8a.--Standard errors of the percent of public secondary schools requiring credit in the arts for graduation, by school characteristics: 1994

School characteristic	Credit specifically in the arts required	Credit in the arts required, but as an option within a group of specified subjects[1]
All public secondary schools[2]	2.6	1.8
Size of enrollment		
Small	5.4	3.5
Moderate	3.4	2.9
Large	3.3	2.8
Metropolitan status		
City	4.6	3.8
Urban fringe	4.5	5.0
Town	4.4	4.0
Rural	4.6	3.1
Geographic region		
Northeast	4.9	3.5
Southeast	5.0	3.2
Central	4.4	3.5
West	4.6	3.9

[1]For example, art, foreign language, or computer science.

[2]Based on schools that are not intermediate or junior high schools and include grade 12. 80 percent of all secondary schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 9a.--Standard errors of the percent of public elementary and secondary schools offering inservice training or other professional development activities in the arts, by school characteristics: 1993-94

School characteristic	Elementary	Secondary
All public schools	2.1	2.1
Size of enrollment		
Small	4.3	3.9
Moderate	3.0	3.0
Large	3.2	3.2
Metropolitan status		
City	4.1	4.5
Urban fringe	3.8	3.9
Town	3.9	4.0
Rural	4.5	4.1
Geographic region		
Northeast	4.9	4.8
Southeast	4.2	3.8
Central	3.2	3.3
West	3.4	4.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 10a.--Standard errors of the mean number of informal and formal exhibitions and performances of students' art work in all public elementary and secondary schools: 1993-94

Type of art presentation	Elementary	Secondary
Music		
Informal	0.2	0.4
Formal	0.1	0.4
Visual arts		
Informal	0.3	0.3
Formal	0.1	0.1
Drama/theatre		
Informal	0.2	0.2
Formal	0.1	0.2
Dance		
Informal	0.1	0.1
Formal	0.1	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 11a.--Standard errors of the percent of public elementary and secondary schools that publish literary magazines of students' work, by school characteristics: 1994

School characteristic	Elementary	Secondary
All public schools	1.5	1.9
Size of enrollment		
Small	3.0	3.4
Moderate	2.1	2.8
Large	2.4	2.4
Metropolitan status		
City	2.9	4.2
Urban fringe	3.0	4.1
Town	2.8	3.7
Rural	2.9	3.0
Geographic region		
Northeast	3.4	4.2
Southeast	2.9	3.6
Central	3.0	3.4
West	2.2	4.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 12a.--Standard errors of the percent of public elementary and secondary schools indicating the extent of parental involvement in various activities related to the school's arts program: 1994

Kind of parental involvement	Great extent	Moderate extent	Little or no extent	Not applicable[1]
Elementary schools				
Attending school arts events	1.7	2.0	1.5	1.1
Sponsoring fundraising activities for the arts	1.7	1.6	1.6	1.8
Sponsoring art exhibitions or visiting performers	1.4	1.8	1.7	1.7
Volunteering in arts programs	1.3	1.7	2.1	1.2
Secondary schools				
Attending school arts events	1.7	2.1	1.7	1.4
Sponsoring Booster Clubs	1.8	2.3	1.9	1.7
Sponsoring fundraising activities for the arts	1.6	1.8	2.1	1.5
Sponsoring art exhibitions or visiting performers	1.0	1.9	2.1	1.8
Volunteering in arts programs	1.1	2.0	2.0	1.5

[1] "Not applicable" indicates the respondents reported that this activity was not an option at this school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 13a.--Standard errors of the percent of public elementary and secondary schools indicating how various aspects of the school's arts program have changed in the past 5 years: 1994

Aspect of arts program	Increased	Remained the same	Decreased	Not available
Elementary schools				
Instruction time	1.8	2.0	1.3	-
Enrollment	2.3	2.0	1.5	-
Number of arts staff	1.5	2.0	1.3	-
Allocation of supplies and materials	1.4	1.9	1.4	0.6
Funds for teachers' classroom use	1.8	1.7	1.6	0.9
Use of museums, galleries, performance centers, etc.	1.4	2.2	1.0	1.5
Secondary schools				
Number of courses	2.4	2.3	1.5	-
Enrollment	2.4	2.4	1.0	-
Number of arts staff	1.6	1.5	1.4	-
Allocation of supplies and materials	2.1	2.0	1.5	0.6
Funds for teachers' classroom use	2.1	2.0	1.5	0.9
Use of museums, galleries, performance centers, etc.	1.9	2.2	1.1	1.4

- "Not available" does not apply to this response option.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 14a.--Standard errors of the percent of public elementary and secondary schools indicating the extent to which various influencers make decisions regarding the school's arts program: 1994

Influence on arts program	Great extent	Moderate extent	Small or no extent
Elementary schools			
School teachers	1.6	1.7	1.7
School administrators	1.7	1.8	1.8
District	1.8	2.1	1.8
State	1.3	2.1	2.0
Parents	1.2	2.1	2.4
Secondary schools			
School teachers	2.2	2.0	1.6
School administrators	2.3	2.1	1.6
District	2.2	2.5	1.8
State	1.5	2.0	1.9
Parents	1.1	1.9	2.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 15a.--Estimates and standard errors for the figures: 1994

Figure	Estimate	Standard error
Figure 1: Percent of public elementary schools that offer music and visual arts: 1994		
Music	97	0.8
Visual arts	85	1.5
Figure 2: Percent of public elementary schools with music programs that include general, instrumental, or vocal music: 1994		
General, instrumental, and vocal	56	2.3
General and vocal	15	1.7
General only	10	1.1
General and instrumental	8	1.0
Instrumental and vocal	5	3.7
Instrumental only	2	0.7
Vocal only	3	0.7
Figure 3: Percent of public elementary schools that offer music and visual arts, by type of instructor: 1994		
Music		
Taught by specialists only	70	1.9
Taught by specialists and classroom teachers	22	1.4
Taught by classroom teachers only	8	1.3
Visual arts		
Taught by specialists only	43	2.4
Taught by specialists and classroom teachers	29	1.8
Taught by classroom teachers only	28	1.9
Figure 4: Percent of public elementary schools that offer visual arts, by type of instructor, by geographic region: 1994		
Taught by specialists only		
Northeast	58	4.5
Southeast	42	4.2
Central	51	4.0
West	24	4.1
Taught by specialists and classroom teachers		
Northeast	34	4.5
Southeast	32	4.3
Central	30	3.6
West	22	3.5
Taught by classroom teachers only		
Northeast	7	2.8
Southeast	26	4.5
Central	19	3.8
West	53	4.0

63

Table 15a.--Estimates and standard errors for the figures: 1994--continued

Figure	Estimate	Standard error
Figure 5: Percent of public elementary schools that offer music and visual arts and are served by arts specialists: 1994		
Music		
Served by full-time specialists	93	2.0
Served by part-time specialists only	90	1.8
Served by classroom teachers only	8	1.3
Visual arts		
Served by full-time specialists	59	2.0
Served by part-time specialists only	33	1.8
Served by classroom teachers only	28	1.8
Figure 6: Percent of public elementary schools that offer dance: 1994		
Separate dance program taught by a dance specialist	4	0.7
Dance is part of the physical education program and is taught by a dance specialist	3	0.7
Dance is part of the physical education program and is taught by a physical education teacher	36	1.6
No dance	57	2.0
Figure 7: Percent of public elementary schools that offer drama and theatre: 1994		
Drama/theatre activities are used by classroom teachers to teach other subjects	56	1.5
Separate drama/theatre program taught by a drama/theatre specialist	8	0.9
Drama/theatre is part of the language arts curriculum	16	1.4
No drama/theatre	20	1.4
Figure 8: Percent of public elementary schools that offer creative writing: 1994		
Part of language arts curriculum	92	0.9
Specialist on staff works with students and consults with teachers regularly	3	0.6
Specialist on staff consults with teachers	2	0.4
Teachers receive materials and activities from the district	2	0.5
Outside specialist works with students or teachers on an invitational basis	1	0.4
Figure 9: Percent of public secondary schools that offer separate instruction in various arts subjects: 1994		
Music	94	1.4
Visual arts	99	1.4
Drama/theatre	54	2.0
Creative writing	47	2.3
Dance	13	1.2
Figure 10: Percent of public elementary schools that offer music and visual arts and indicating that curriculum guidelines are provided by the district: 1994		
Music	82	1.6
Visual arts	78	1.8

Table 15a.--Estimates and standard errors for the figures: 1994--continued

Figure	Estimate	Standard error
Figure 11: Percent of public secondary schools that offer instruction in various arts subjects and indicating that curriculum guidelines are provided by the district: 1994		
Music	82	1.9
Visual arts	83	1.5
Drama/theatre	75	2.5
Creative writing	80	2.4
Dance	66	4.1
Figure 12: Percent of public elementary and secondary schools indicating awareness of the voluntary National Standards for Arts Education, and percent of those schools incorporating some of the standards into their arts programs: 1994		
Elementary schools		
Aware of standards	34	1.8
Incorporating standards	24	2.0
Secondary schools		
Aware of standards	40	2.1
Incorporating standards	29	3.1
Figure 13: Percent of public elementary and secondary schools having artists-in-residence in various arts subjects during the past 5 years: 1994		
Elementary		
In one or more subjects	40	2.0
Music	19	1.7
Visual arts	26	1.6
Drama/theatre	15	1.6
Creative writing	17	1.6
Dance	14	1.5
Folklore	15	1.6
Secondary		
In one or more subjects	55	2.0
Music	18	1.4
Visual arts	23	1.6
Drama/theatre	14	1.4
Creative writing	13	1.3
Dance	7	1.0
Folklore	7	1.2
Figure 14: Percent of public elementary and secondary schools indicating the contributions their artists-in-residence have made to the school: 1994		
Elementary		
Provided knowledge about art forms to students through exhibitions or instruction	95	1.4
Provided knowledge about art forms or arts education through teacher inservice	26	2.8
Provided input on curriculum	21	2.7
Secondary		
Provided knowledge about art forms to students through exhibitions or instruction	93	2.1
Provided knowledge about art forms or arts education through teacher inservice	37	3.1
Provided input on curriculum	30	3.2

Table 15a.--Estimates and standard errors for the figures: 1994--continued

Figure	Estimate	Standard error
Figure 15: Percent of public elementary and secondary schools that publish literary magazines of students' work: 1994		
Elementary	18	1.5
Secondary	38	1.9
Figure 16: Percent of public elementary and secondary schools indicating the use or integration of technology in the teaching of various arts subjects: 1994		
Elementary		
Music	33	1.8
Visual arts	31	1.7
Drama/theater	10	1.2
Creative writing	71	1.6
Dance	4	0.9
Secondary		
Music	51	2.0
Visual arts	55	1.9
Drama/theater	23	2.0
Creative writing	44	2.0
Dance	4	0.8
Figure 17: Percent of respondents indicating that education in various arts subjects is essential or very important relative to other academic subjects: 1994		
Elementary		
Music	84	2.0
Visual arts	85	1.7
Drama/theater	64	2.0
Creative writing	92	1.2
Dance	43	2.1
Secondary		
Music	84	2.0
Visual arts	83	1.8
Drama/theater	66	1.9
Creative writing	85	1.5
Dance	37	1.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Table 16.--Percent and standard errors of the percent of public elementary schools that offer instruction in various arts subjects, by school characteristics: 1994

School characteristic	Music		Visual arts		Drama/theatre[1]		Dance[2]	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	97	0.8	85	1.5	80	1.4	43	1.7
Size of enrollment								
Small	94	2.2	87	2.5	80	2.8	36	4.9
Moderate	99	0.8	82	2.4	80	1.9	45	2.8
Large	98	0.9	89	2.2	81	2.6	45	3.1
Metropolitan status								
City	99	0.8	85	3.3	81	3.3	46	4.1
Urban fringe	99	0.6	87	2.8	85	2.7	47	3.8
Town	97	1.4	84	3.4	75	3.1	40	4.2
Rural	94	2.3	85	2.7	75	3.4	38	4.2
Geographic region								
Northeast	97	1.7	85	3.2	84	3.6	42	4.2
Southeast	95	2.0	79	3.9	70	3.7	37	4.0
Central	99	0.6	89	2.2	79	2.5	45	3.9
West	97	1.6	86	2.2	87	2.9	46	3.9

[1]Percents indicate the number of public elementary schools that include any drama/theatre instruction or activities in their educational programs.

[2]Percents indicate the number of public elementary schools that include any instruction in dance, either by a dance specialist or physical education teacher.

NOTE: Creative writing is not included in this table because 100 percent of public elementary schools include some kind of instruction in creative writing, mostly through their language arts programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Education Survey," FRSS 50, 1994.

Appendix C

Survey Forms

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

O.M.B. No.: 1850-0704
EXPIRATION DATE: 10/95

ELEMENTARY SCHOOL ARTS EDUCATION SURVEY

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS FOR THIS SURVEY:

Artist-in-Residence - A visual, literary, or performing artist or folklorist who visits a school for an extended period for the purposes of teaching artistic techniques and concepts, conducting inservice teacher training, or consulting in the development of curricula. Artists-in-Residence may be sponsored by the district or by the school directly.

Creative writing specialist - A certified education professional who has expertise in creative writing and is responsible for a school's creative writing program.

Classroom teacher - A certified education professional who instructs students in a broad range of subject areas on a regular basis.

Dance specialist - An education professional who is certified to teach dance.

District - An education agency at the local level that exists primarily to operate public schools. In this questionnaire, the term "district" includes smaller units of administration, such as areas.

Drama/theatre specialist - A certified education professional who has expertise in drama/theatre and is responsible for a school's drama/theatre program.

Music - An instructional program that generally describes the study and appreciation of music, and the study of music performance. Includes instruction in music appreciation, music theory, the historical development of music, the fundamentals of various musical instruments, and vocal and instrumental (band and orchestra) performance.

Music specialist - An education professional who is certified to teach general, vocal, or instrumental music.

Technology - Instructional tools such as computers, 1- and 2-way video, CD-ROM, telecommunications, multimedia, hypermedia, networks, etc. that are incorporated in instructional components in order to enhance teaching and learning in the arts.

Visual arts - An instructional program of arts disciplines that includes fine arts, communication and design arts, architecture and environmental arts, and crafts such as ceramics, jewelry, and works in wood, paper, and other materials.

Visual arts specialist - An education professional who is certified to teach visual arts.

AFFIX LABEL HERE

IF ABOVE INFORMATION IS INCORRECT, PLEASE CORRECT DIRECTLY ON LABEL.

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Title: _____ Fax #: _____

Best days and times to reach you (in case of questions): _____

RETURN COMPLETED FORM TO:

WESTAT
1650 Research Boulevard
Rockville, Maryland 20850
Attention: 928162

IF YOU HAVE ANY QUESTIONS, CALL:

Nancy Carey
1-800-937-8281, Ext. 4467
Fax #: 1-301-517-4134

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0704, Washington, D.C. 20503.

Please refer to the list of definitions on the cover page of this questionnaire for terms or phrases that are printed in bold type.

1. Does this school offer instruction in **visual arts**? *(Circle one.)*

   Yes..... 1 No..... 2 *(Skip to Q8)*

2. How is visual arts primarily taught at this school? *(Circle one.)*

   In a separate class taught by a **visual arts specialist** 1
   By the **classroom teachers**..... 2
   By both visual arts specialists and classroom teachers..... 3

3. On average, approximately how many minutes of class time is devoted to separate instruction in visual arts each week?

   a. From a visual arts specialist ..... ____
   b. From the classroom teacher..... ____

4. How many visual arts specialists are on this school's staff? *(Consider itinerant teachers who teach at more than one school as part time.)*

   a. Full time ____ b. Part time ____

5. Does this school currently have a specially equipped space used primarily for teaching visual arts? *(Circle one.)*

   Yes..... 1 No..... 2

6. Does your **district** provide written curriculum guidelines in visual arts instruction? *(Circle one.)*

   Yes..... 1 No..... 2

7. Do visual arts specialists at this school include any of the following activities in their teaching? *(Circle one number in each row. If this school has no visual arts specialists, skip to Q8.)*

	Yes	No	Don't know
a. Integrate other academic subjects into their visual arts instruction.....	1	2	3
b. Consult with classroom teachers on incorporating visual arts into the teaching of other academic subjects	1	2	3
c. Collaborate or team teach with other arts specialists.....	1	2	3

8. Does this school offer music instruction in the following areas: *(Circle one number in each row.)*

	Yes	No
a. General music?.....	1	2
b. Vocal music?.....	1	2
c. Instrumental music?.....	1	2

If you answered "No" for a, b, and c, skip to Q15.

9. How is music primarily taught at this school? *(Circle one.)*

   In a separate class taught by a **music specialist**..... 1
   By the classroom teachers..... 2
   By both music specialists and classroom teachers 3

10. On average, approximately how many minutes of class time is devoted to separate instruction in music each week?

    a. From a music specialist..... ____
    b. From the classroom teacher..... ____

11. How many music specialists, including general, vocal, a instrumental instructors, are on this school's staff? *(Consid itinerant teachers who teach at more than one school as part time.*

    a. Full time ____ b. Part time ____

12. Does this school currently have a specially equipped space us primarily for teaching music? *(Circle one.)*

    Yes..... 1 No..... 2

13. Does your district provide written curriculum guidelines in mus instruction? *(Circle one.)*

    Yes..... 1 No..... 2

14. Do music specialists at this school include any of the followi activities in their teaching? *(Circle one number in each row. this school has no music specialists, skip to Q15.)*

	Yes	No	Don't know
a. Integrate other academic subjects into their music instruction.....	1	2	3
b. Consult with classroom teachers on incorporating music into the teaching of other academic subjects	1	2	3
c. Collaborate or team teach with other arts specialists.....	1	2	3

15. Does this school include dance in its instructional progra *(Circle all that apply.)*

    Yes, in a separate class taught by a **dance specialist**..... 1
    Yes, as part of the physical education program taught by a dance specialist..... 2
    Yes, as part of the physical education program taught by a physical education teacher..... 3
    No 4

16. Which of the following statements best describes this schoo approach to teaching drama/theatre? *(Circle only one.)*

    Drama is taught as a separate subject by a **drama/ theatre specialist** 1
    Drama is part of the language arts curriculum..... 2
    Drama is not part of the school's curriculum, but dramatic activities such as enacting stories or plays are used by classroom teachers in teaching other subjects..... 3
    Drama/theatre is not part of the curriculum..... 4

17. Which of the following statements best describes this schoo creative writing program? *(Circle only one.)*

    A **creative writing specialist** on the school's staff works directly with students on a regular basis and consults with teachers on writing programs for students..... 1
    A creative writing specialist on the school's staff consults with teachers on writing programs for students..... 2
    A creative writing specialist from the district provides materials and activities to classroom teachers..... 3
    An outside specialist or writer works directly with students or teachers on an invitational basis..... 4
    Creative writing is part of the language arts curriculum ... 5

18. Does your school district have an arts coordinator or curriculum specialist in the arts who is responsible for the educational program offered in the arts? *(Circle one.)*

Yes..... 1 No..... 2

19. During the 1993-94 year, did your school or district offer inservice training or other professional development activities in the arts? *(Circle one.)*

Yes..... 1 No..... 2

20. Has this school had an **Artist-in-Residence** in any of the following areas during the past 5 years? *(Circle one number in each row. If this school has had no Artists-in-Residence, skip to Q22)*

	Yes	No	Don't know
Creative writing	1	2	3
Dance	1	2	3
Drama/theatre	1	2	3
Folklore	1	2	3
Music	1	2	3
Visual arts	1	2	3

21. In general, what did the Artist-in-Residence program contribute to this school's arts program? *(Circle all that apply.)*

Provided input on curriculum development 1
Provided knowledge about art forms or arts education through teacher inservice training..... 2
Provided knowledge about art forms to students through exhibition or instruction..... 3

22. In what arts subject(s) does this school use or integrate **technology** in its teaching? *(Circle all that apply.)*

Creative writing 1
Dance..... 2
Drama/theatre 3
Music..... 4
Visual arts..... 5
None..... 6

23. Please indicate the extent of parental involvement in the arts program at this school. *(Circle one number in each row. If your school does not sponsor a program listed, circle "5" for "not applicable.")*

	Great	Moderate	Little	None	NA
a. Sponsoring fund raising activities for the arts	1	2	3	4	5
b. Sponsoring art exhibitions or visiting performers	1	2	3	4	5
c. Volunteering in arts programs	1	2	3	4	5
d. Attending school arts events	1	2	3	4	5

24. In 1993-94, approximately how many of the following presentations of students' work outside of their own classrooms took place at this school?

	Informal (for the school)	Formal (for parents or community)
a. Visual arts exhibitions	_____	_____
b. Musical performances	_____	_____
c. Theatrical performances	_____	_____
d. Dance performances	_____	_____

25. Does this school publish a literary magazine of students' work? *(Circle one.)*

Yes..... 1 No..... 2

26. Compared to 5 years ago, please indicate how each of the following aspects of this school's arts program has changed. *(Circle one number in each row.)*

	Increased	Remained the same	Decreased	None available
a. Instruction time	1	2	3	-
b. Enrollment	1	2	3	-
c. Number of arts staff.	1	2	3	-
d. Allocation of supplies and materials	1	2	3	4
e. Funds for teachers' classroom use	1	2	3	4
f. Use of museums, galleries, performance centers, etc.	1	2	3	4

27. To what extent do the following make decisions regarding the arts program at this school? *(Circle one number in each row.)*

	Great	Moderate	Small	None
a. State	1	2	3	4
b. District	1	2	3	4
c. School administrators	1	2	3	4
d. School teachers	1	2	3	4
e. Parents	1	2	3	4

28. Are you aware of the voluntary National Standards for Arts Education? *(Circle one.)*

Yes..... 1 No..... 2 *(Skip to Q30)*

29. Is your school incorporating any of the Standards?

Yes..... 1
No..... 2
Don't know..... 3

30. How long is the typical school day for most students at this school? *(If the length of day varies by day or grade level, record the longest day.)* _____ hours _____ minutes

31. Is this school a magnet or specialized school designed to offer primarily arts education to elementary students? *(Circle one.)*

Yes..... 1
No..... 2
No, but there is one in our district 3

32. In your opinion, how important is education in the arts relative to other academic subjects? *(Circle one number in each row.)*

	Essential				Unimportant
Creative writing	1	2	3	4	5
Dance	1	2	3	4	5
Drama/theatre	1	2	3	4	5
Music	1	2	3	4	5
Visual arts	1	2	3	4	5

THANK YOU.

U.S. DEPARTMENT OF EDUCATION NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20208-5651 SECONDARY SCHOOL ARTS EDUCATION SURVEY FAST RESPONSE SURVEY SYSTEM	O.M.B. No.: 1850-0704 EXPIRATION DATE: 10/95

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS FOR THIS SURVEY:

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Creative writing - An instructional program that describes the process and techniques of original composition in various literary forms, such as short stories, plays, and poetry.

Dance - An instructional program that prepares students to express themselves through the performance of one or more of the dance disciplines, including ballet, modern, jazz, ethnic, and folk dance, and that describes dance as a cultural phenomenon. Includes instruction in choreography, dance history and criticism, and dance production.

District - An education agency at the local level that exists primarily to operate public schools. In this questionnaire, the term "district" includes smaller units of administration, such as areas.

Drama/theatre - An instructional program that generally describes the study of dramatic works and their performance. Includes instruction in dramatic literature, dramatic styles and types, and the principle of organizing and producing plays.

Music - An instructional program that generally describes the study and appreciation of music, and the study of music performance. Includes instruction in music appreciation, music theory, the historical development of music, the fundamentals of various musical instruments, and vocal and instrumental (band and orchestra) performance.

Technology - Instructional tools such as computers, 1- and 2-way video, CD-ROM, telecommunications, multimedia, hypermedia, networks, etc. that are incorporated in instructional components in order to enhance teaching and learning in the arts.

Visual arts - An instructional program of arts disciplines that includes fine arts, communication and design arts, architecture and environmental arts, and crafts such as ceramics, jewelry, and works in wood, paper, and other materials.

AFFIX LABEL HERE

IF ABOVE INFORMATION IS INCORRECT, PLEASE CORRECT DIRECTLY ON LABEL.

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Title:_____ Fax #:_____

Best days and times to reach you (in case of questions):_____

RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS, CALL:
WESTAT 1650 Research Boulevard Rockville, Maryland 20850 Attention: 928162	Nancy Carey 1-800-937-8281, Ext. 4467 Fax #: 1-301-517-4134

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0704, Washington, D.C. 20503.

Please refer to the list of definitions on the cover page of this questionnaire for terms or phrases that are printed in bold type.

Please answer questions 1 through 6 for each subject listed to the right.	Creative writing	Dance	Drama/ theatre	Music	Visual arts
1. Does this school offer separate instruction in the arts subjects listed here? *If your school offers NO instruction in a particular subject, skip that column for questions 2-6.*	Yes No	Yes No	Yes No	Yes No	Yes No
2. How many separate courses does this school offer in each subject? *(Count different sections of the same course as 1 course.)*	____	____	____	____	____
3. How many full and part time teachers taught one or more courses in each subject during the 1993-94 school year?	____	____	____	____	____
4. What was the approximate total enrollment in each subject during the 1993-94 school year?	____	____	____	____	____
5. How many specially equipped spaces/labs/studios, including practice rooms, does this school allocate for courses taught in the subject?	____	____	____	____	____
6. Does your **district** provide written curriculum guidelines in the subject for the arts teachers to follow?	Yes No	Yes No	Yes No	Yes No	Yes No

7. Does your school district have an arts coordinator or curriculum specialist in the arts who is responsible for the educational program offered in the arts? *(Circle one.)*

Yes ..... 1 No 2

8. During the 1993-94 school year, did your school or district offer inservice training or other professional development activities in the arts? *(Circle one.)*

Yes ..... 1 No 2

9. Has this school had an **Artist-in-Residence** in any of the following areas during the past 5 years? *(Circle one number in each row. If this school has had no Artists-in-Residence, skip to Q11.)*

	Yes	No	Don't know
Creative writing	1	2	3
Dance	1	2	3
Drama/theatre	1	2	3
Folklore	1	2	3
Music	1	2	3
Visual arts	1	2	3

10. In general, what did the Artist-in-Residence program contribute to this school's arts program? *(Circle all that apply.)*

Provided input on curriculum development 1
Provided knowledge about art forms or arts education through teacher inservice training 2
Provided knowledge about art forms to students through exhibition or instruction 3

11. In what arts subject(s) does this school use or integrate **technology** in its teaching? *(Circle all that apply.)*

Creative writing 1
Dance 2
Drama/theatre 3
Music 4
Visual arts 5
None 6

12. Please indicate the extent of parental involvement in the arts program at this school. *(Circle one number in each row. If your school does not sponsor a program listed, circle "5" for "not applicable.")*

	Great	Moderate	Little	None	NA
a. Sponsoring Booster Clubs	1	2	3	4	5
b. Sponsoring fund raising activities for the arts	1	2	3	4	5
c. Sponsoring art exhibitions or visiting performers	1	2	3	4	5
d. Volunteering in arts programs	1	2	3	4	5
e. Attending school arts events	1	2	3	4	5

13. In 1993-94, approximately how many of the following presentations of students' work outside of their own classrooms took place at this school?

	Informal (for the school)	Formal (for parents or community)
a. Visual arts exhibitions	_____	_____
b. Musical performances	_____	_____
c. Theatrical performances	_____	_____
d. Dance performances	_____	_____

14. Does this school publish a literary magazine of students' work? *(Circle one.)* Yes..... 1 No..... 2

15. Compared to 5 years ago, please indicate how each of the following aspects of this school's arts program has changed. *(Circle one number in each row.)*

	Increased	Remained the same	Decreased	None available
a. Number of courses	1	2	3	-
b. Enrollment	1	2	3	-
c. Number of arts staff	1	2	3	-
d. Allocation of supplies and materials	1	2	3	4
e. Funds for teachers' classroom use	1	2	3	4
f. Use of museums, galleries, performance centers, etc.	1	2	3	4

16. To what extent do the following make decisions regarding the arts program at this school? *(Circle one number in each row.)*

	Great	Moderate	Small	None
a. State	1	2	3	4
b. District	1	2	3	4
c. School administrators	1	2	3	4
d. School teachers	1	2	3	4
e. Parents	1	2	3	4

17. Are you aware of the voluntary National Standards for Arts Education? *(Circle one.)* Yes..... 1 No..... 2 *(Skip to Q19)*

18. Is your school incorporating any of the Standards?

Yes..... 1
No..... 2
Don't know..... 3

19. Is this school a magnet or specialized school designed to offer primarily arts education to intermediate or secondary students? *(Circle one.)*

Yes..... 1
No..... 2
No, but there is one in our district..... 3

20. In your opinion, how important is education in the arts relative to other academic subjects? *(Circle one number in each row.)*

	Essential				Unimportant
Creative writing	1	2	3	4	5
Dance	1	2	3	4	5
Drama/theatre	1	2	3	4	5
Music	1	2	3	4	5
Visual arts	1	2	3	4	5

IF YOUR SCHOOL IS AN INTERMEDIATE OR JUNIOR HIGH SCHOOL, DO NOT CONTINUE. THANK YOU.

21. Is taking an arts course a requirement for graduation at your school? *(Circle one.)*

a. Yes, credit specifically in the arts is required for graduation..... 1
b. Yes, credit in the arts is an option within a specified group of subjects that fulfill a requirement (e.g., arts or foreign language or computer science)..... 2
c. No, there is no arts requirement for graduation..... 3

22. *(If "yes" to 21a or 21b)* How many credits in the arts are required? _____

THANK YOU.

ISBN 0-16-048387-5

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Department of Education
Washington, DC 20208-5652

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